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ABSTRACT

This report presents brief descriptions of the National Institute of Education's (NIE) major programs in fiscal year 1973 and fiscal year 1974. Included in the description of each program is a discussion of one sample project underway in that field. In addition to the descriptions, each section contains a list of contractors and grantees who received funding awards from NIE during fiscal years 1973 and 1974. Also included is a separate section summarizing the distribution of funds by NIE in 1973 and 1974, and a letter from the chairman of the National Council on Educational Research describing NIE's goals and the major thrust of its activities during 1973 and 1974. (Author/JG)

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NATIONAL INSTITUTE OF EDUCATION
Department of Health Education and Welfare

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national council on educational research

FIRST ANNUAL REPORT

1974

THE NATIONAL INSTITUTE OF EDUCATION IS AN AGENCY WITHIN THE EDUCATION DIVISION OF THE DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE. IT WAS ESTABLISHED BY SECTION 405 OF THE GENERAL EDUCATION PROVISIONS ACT OF 1972 (PUBLIC LAW 92-318).

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October 31, 1974

The President
The White House
Washington, D. C. 20500

Dear Mr. President:

As Chairman of the National Council on Educational Research, I am pleased to send you the Council's first Annual Report for the National Institute of Education as required by Public Law 92-318, Title III, Part A, Section 405.

This Report briefly reviews the activities of the Institute during Fiscal Years 1973 and 1974, a period of accomplishment but also a period of uncertainty about budget levels and priorities for program planning. The attachments list the recipients of NIE's funds and highlight some of the significant and successful projects carried out with the Institute's support. These descriptions can only begin to convey the excitement of much of the Institute's enterprise. Education R&D has contributed to significant improvements in American education and we are convinced that it will continue to do so with reasonable funding, direction, and support.

The National Institute of Education was established by Congress in 1972 with expectations for bold Federal leadership in education research and development, to improve the quality of American education and to help the educational systems of America provide equal educational opportunity for all citizens regardless of race, color, religion, sex, national origin, or social class. This is a high purpose and one to which the Council, the Director, and staff have dedicated themselves. In the brief two years of the Institute's operation these goals, of course, have not been adequately fulfilled, but the Institute and the Council have established a substantial base from which to implement the legislated mandate in an orderly and effective manner.

The Institute has faced a variety of problems complicated by the inevitable initial difficulties of managing problems transferred from other agencies. The NCER itself, required by the legislation to establish general policy for NIE, did not come into being until July, 1973, eight months after the Director took office. The budget reductions in FY 1974 and FY 1975 deeply affected the major plans of the Institute and raised grave questions about its continued existence. The Institute has had to be preoccupied with day-to-day management problems. Under the circumstances we feel the Institute has done well in developing a professional staff and in planning programs responsive to needs expressed by educators and opportunities identified by researchers. This development of the Institute's administrative capability (including staff and related expenses) under the assumption that NIE's budget would increase from its FY 1973 level has resulted in administrative costs which are too large for the actual budget NIE can expect in the near future. The Institute must bring its administrative costs in line with its program budget in the next year. The projects transferred to NIE from the Office of Education required more than 89% of the Institute's FY 1973 program funds. Continuation of those projects, together with six others transferred from the Office of Economic Opportunity, required more than 83% of the reduced FY 1974 program budget. It is expected that in FY 1975 such continuations will require virtually the entire appropriation. While these continued projects have been managed by NIE and the contractors and grantees in such a manner as to yield useful results wherever possible and many are being brought to a productive conclusion this year, it is clear from the above figures that the Institute has not had the opportunity to initiate a substantial new program of its own.

In December, 1973, the Institute did establish five priorities which have guided the development of its programs:

- Providing essential skills to all citizens
- Understanding and improving the relationship of education and work
- Understanding and developing means of accommodating the diverse education needs and preferences of various groups and individual children
- Developing problem-solving capability in education systems at the state and local level
- Improving the productivity of resources used in the education system

These priorities have been used in the process of developing potential initiatives for the agency and for allocating resources. They are subject to review and adjustment in light of the Institute's overall budget, the needs of American education and the opportunities for useful R&D work.

Significant and rewarding efforts are underway to gain the advice, support and cooperation of education agencies at all levels, of education associations and of leading educators and researchers. Coupled with this effort is an expanded program to organize and disseminate information about the results and products of R&D. In addition special attention will be given to finding ways by which the potential users of R&D can in fact utilize its products to improve the quality of education for all learners. There is an immediate need to find better ways for selecting and utilizing R&D products, because many are now available for use by educators and developers of educational materials and more are becoming available each year.

The Institute has begun to establish effective relationships with other Federal agencies concerned with education and is sharing plans and R&D results with them. The Institute is also supporting joint efforts with state and local education agencies which multiply the impact of NIE's limited resources.

The Council believes that under the leadership of its first Director, Dr. Thomas K. Glennan, Jr., the Institute has made substantial progress, particularly during 1974, toward fulfillment of the important goals set by the legislation establishing NIE. It looks forward to the future as the Institute sharpens its focus on major problems in American education and concentrates its resources on its selected priorities.

The Council's next Report to be issued in March, 1975, will focus on selected needs in American education, on the status of educational research and development, on the history of the Institute's development and on the contributions to education of activities supported by the Institute.

The Institute and the National Council on Educational Research look forward to continued support for the mission of the National Institute of Education.

Respectfully yours,

Patrick E. Haggerty
Chairman
National Council on Educational
Research

Attachments

Members of the National Council on Educational Research 1973-1974

William O. Baker
*Terrel H. Bell
Ralph M. Besse
James S. Coleman
John E. Corbally
Dominic J. Guzzetta
Patrick E. Haggerty, Chairman
Charles A. LeMaistre
Vera M. Martinez
Vincent McCoola
Ruth H. Minor
Carl H. Pforzheimer, Jr.
Wilson C. Riles
W. Allen Wallis
John C. Weaver

Ex-Officio Members

Ronald S. Berman, Chairman, National Endowment for the Humanities
Nancy Hanks, Chairman, National Endowment for the Arts
*John Ottina, Commissioner, U.S. Office of Education
H. Guyford Stever, Director, National Science Foundation
Robert S. Stone, Director, National Institutes of Health

*NOTE: Terrel H. Bell became Commissioner, U.S. Office of Education, on June 10, 1974 and took the place of John Ottina as Ex-Officio Member of the Council.

DISTRIBUTION OF FY 1973 AND FY 1974 FUNDS

by NIE Program

by Type of Recipient

NATIONAL INSTITUTE OF EDUCATION

Program	($ in thousands) FY '73 Actual	FY '74 Actual
Essential Skills	$ 10,614	$ 7,720
Education and Work	17,513	14,369
Education Vouchers		1,275
Experimental Schools	22,689[1]	77[1]
Multicultural/Bilingual	5,257	3,073
Problem Solving	7,616	3,956
Productivity	1,784[2]	8,879[2]
Dissemination and Resources	6,378	6,531
Teaching and Curriculum	16,687	3,381
Basic and Policy Studies	11,766	5,470
Program Totals	$100,304	$64,731
Program Direction and Administration	6,541	10,960
Fiscal Year Totals	$106,845	$75,691

[1] Difference due primarily to special multi-year funding cycle of program. Operations during FY 1973 and FY 1974 were substantially stable.

[2] Increase in part accounted for by transfer from the Office of Education to NIE of the educational technology program with an FY 1974 budget of $7,308,000.

Distribution of NIE Program Funds by Type of Recipient

FY 1973 and FY 1974

Type of Recipient	FY 1973		FY 1974	
	($000)	%	($000)	%
Colleges and Universities[1]	34,700	34.6	18,800	29.0
Non-Profit Organizations[2]	40,900	40.8	35,100	54.2
For-Profit Organizations	6,300	6.3	3,900	3.0
State and Local Government Agencies	17,700	17.6	3,800	5.9
Individuals	704[3]	.7	750	1.2
Other	[3]		2,381[4]	3.7
Program Totals	$100,304	100.0	$64,731	100.0

[1] Includes those ERIC and research centers which are based at colleges and universities.
[2] Includes educational laboratories and all other non-profit organizations not based at colleges and universities.
[3] Combined with "other"; includes 125 awards to individuals.
[4] Includes $1,500,000 interagency transfer for ATS-6 Satellite project and other interagency transfers for program and Administrative costs.

The following Attachment presents brief descriptions of NIE's major programs in FY 1973 and FY 1974. The descriptions include one sample project in each area to provide some insight into the work supported by the Institute. These descriptions are written in various styles so that the reader will gain different perspectives on education research and development.

The reader will recognize some similarities among the projects described. For example, the Intercultural Reading Program described in the Multicultural section is treating many of the same problems as the Essential Skills Program, but is emphasizing the student's culture in developing curriculum materials. In another case, one of the projects supported by the program on Local Problem Solving is preparing a mini school plan in a New York City junior high school which has basic concepts similar to the school organization developed in California under the Education Voucher Program. These similarities add strength to the Institute's efforts to advance our understanding of complex educational problems and the nation's capacity to solve them.

In addition to the descriptions, each section contains a list of contractors and grantees who received funding awards from NIE during fiscal years 1973 and 1974.

The Institute has supported many important projects in each of its program areas, and the single examples included here do not convey the range of educational problems addressed by those programs. Further information about NIE and the work conducted and supported by NIE programs is available from the Institute. For further information, the public may write or call:

National Institute of Education
Office of Government and Public Affairs
Washington, D.C. 20208
Telephone: (202) 254-5800

ESSENTIAL SKILLS

The Institute supports research into the physiological and mental processes involved in the acquisition of reading skills. In addition, it is supporting projects which are developing improved materials, teaching techniques, and curricula for teaching reading, arithmetic and other basic skills. Instruments and techniques for the assessment of learning needs and performance are being improved. Some basic research into the processes through which people learn is also being supported to help build the knowledge base available for all education research.

A basic goal of the Institute's program is the improvement of school programs. An example of such efforts is being conducted with NIE support at the Wisconsin Research and Development Center for Cognitive Learning which has created an alternative system for organizing and providing instruction so that the individual needs of all children within a given learning environment can be met. This comprehensive system, Individually Guided Education (IGE), is composed of seven components. These components are concerned with pre-reading, reading, mathematics, motivation, school organization and computer management systems. At the present time, 3,500 schools in 48 states are using one or more of these curricular components. It is estimated that 1.5 million children and 3,500 teachers are currently benefitting from the continuing work at the Wisconsin Center.

The school organization component of IGE, known as the Multi-Unit School/Elementary, was the first of the seven components to be developed and implemented in public schools. This model provides an organization which facilitates the process of individualizing instruction for children and simultaneously increases staff participation in making decisions about the school's program.

The multi-unit school model is currently in operation in approximately 2,000 elementary schools across the country. This model of alternative school organizational patterns is concerned primarily with moving from an autocratic to a democratic shared decision making process. To accomplish this goal the school must be reorganized to include an Instructional Improvement Committee composed of the principal and unit leaders. These unit leaders, also called master teachers, represent a team of two to four teachers, at least two teacher aides and approximately 100-150 children. Each unit is comprised of children in the same grade or, in some cases, of multi-age groups of children. Instruction in reading and mathematics, and in some instances in social studies and science, occurs in small groups that are made up of children of similar academic abilities and performance. This style of organization builds in a systematic and comprehensive testing component that allows for children to be grouped and regrouped as a specific skill is mastered.

The use of the multi-unit elementary model has grown substantially over the past eight years. In 1967 only seven elementary schools in one state (Wisconsin) had adopted this model and now in 1974 2,000 schools in 37 states are multi-unit schools. The majority of these schools are located in 14 states and are directly linked to a network of a state education agency, teacher education institution and local school district. This network facilitates the installation, maintenance and refinement of the multi-unit school model and its continual evaluation and development. Nine additional networks are scheduled for operation by the end of 1975. Fewer than 1% of the schools that have adopted this model have returned to their former organization, although some local adaptations have occurred.

Several studies have been carried out to determine the effectiveness of this model. A 1969 Wisconsin study comparing 13 multi-unit schools with 12 traditionally organized schools showed that the multi-unit schools had a more positive learning climate. Children in the multi-unit schools displayed more positive attitudes toward fellow students, their schools and their instruction than did students in the non multi-unit schools, although there were no differences in attitudes toward teachers or principals. A study in 1974 involving 72 Wisconsin schools and 38 non multi-unit schools confirmed an earlier study which showed that teachers in the multi-unit schools expressed higher satisfaction with regard to their achievement of personal goals, their relationship with colleagues and their professional accomplishments than did teachers in conventional schools. In 1972 two school districts conducted independent studies comparing achievement scores of children in the multi-unit schools with children in non multi-unit schools. The Cedarburg, Wisconsin district found that scores on the Iowa Test of Basic Skills were significantly higher for pupils in multi-unit schools. The Janesville, Wisconsin district found that the Metropolitan Achievement Test scores of second and sixth graders favored multi-unit school children on every subscale except sixth grade spelling; the difference ranged from the first to the eleventh percentile.

What about the costs of reorganizing for IGE? A 1973 survey of 39 multi-unit schools in eight states showed that there was no increase in student costs and that the only increase in staff costs was due to the employment of more paraprofessionals (a median addition of four per building). Staff development increased $250 for inservice materials and $500 for workshops and conferences (median costs), but remained stable for consultant services. Most schools reported no change in expenditures for instructional materials and equipment or for school plant and furnishings.

The Wisconsin Center has a staff who provide on going technical assistance to schools and school districts which are trying to locally implement the multi-unit school or another component of IGE.

The extensive implementation of the multi-unit school in a variety of communities throughout the nation argues forcefully that national research and development efforts can yield high dividends for local schools.

ESSENTIAL SKILLS

Awardee	Fiscal Year 73	Fiscal Year 74
AMERICAN INSTITUTE FOR RESEARCH, Silver Spring, Maryland	$ 109,492	
AMERICAN INSTITUTE FOR RESEARCH, Pittsburgh, Pennsylvania	8,986	
UNIVERSITY OF ARIZONA, Tucson, Arizona	35,343	
ARTHUR YOUNG AND COMPANY, Washington, D.C.		$ 153,000
BACON COUNTY BOARD OF EDUCATION, Alabama, Georgia	9,860	
BANK STREET COLLEGE, New York, New York	198,842	
BARUCH COLLEGE, New York, New York	5,408	
DAVID BERLINER, San Francisco, California		400
SOPHIE BLOOM, Chicago, Illinois		2,500
BLOOMINGTON PUBLIC SCHOOLS, Bloomington, Minnesota	12,000	
BROOKLYN COLLEGE, Brooklyn, New York		15,000
BOSTON UNIVERSITY, Boston, Massachusetts	67,486	
RICHARD BRANDT, Charlottesville, Virginia		400
BUCHNELL UNIVERSITY, Lewisburg, Pennsylvania	9,981	
ROBERT CALFEE, Stanford, California		2,500
UNIVERSITY OF CALIFORNIA, Berkeley, California	10,000	59,750
UNIVERSITY OF CALIFORNIA, Davis, California		21,520
UNIVERSITY OF CALIFORNIA, LaJolla, California	45,000	
UNIVERSITY OF CALIFORNIA, Riverside, California	10,000	
CARNEGIE-MELLON UNIVERSITY, Pittsburgh, Pennsylvania		24,989
CENTER FOR THE EXPANSION OF LANGUAGE & THINKING, Detroit, Michigan		36,908
CENTRAL MIDWESTERN REGIONAL EDUCATIONAL LAB, St. Louis, Missouri	1,498,634	796,202

Awardee	Fiscal Year 73	Fiscal Year 74
ALBERT CHALUPSKY, Palo Alto, California		23,343
UNIVERSITY OF CHICAGO, Chicago, Illinois	193,373	196,281
CLARK UNIVERSITY, Wisconsin, Massachusetts		35,000
CLEMSON UNIVERSITY, Clemson, South Carolina	9,319	
UNIVERSITY OF COLORADO, Denver, Colorado	159,585	43,445
COLUMBIA UNIVERSITY, New York, New York	9,998	59,649
UNIVERSITY OF CONNECTICUT, Storrs, Connecticut	145,979	
CORNELL UNIVERSITY, Ithaca, New York	81,486	79,952
JAMES CRAIGEN, Washington, D.C.		7,300
DARTMOUTH COLLEGE, Hanover, New Hampshire	10,000	
DENISON UNIVERSITY, Granville, Ohio	7,080	
JOSEPH EAGLIN, Washington, D.C.		3,650
EDUCATION TESTING SERVICE, Princeton, New Jersey	19,150	
DOROTHY EVANS, Alexandria, Virginia		415
FELS RESEARCH INSTITUTE, Yellow Springs, Ohio	137,778	
UNIVERSITY OF FLORIDA, Gainesville, Florida	217,813	
FLORIDA STATE UNIVERSITY, Tallahassee, Florida	6,496	
GEORGE PEABODY COLLEGE, Nashville, Tennessee	184,783	75,306
UNIVERSITY OF GEORGIA, Athens, Georgia	11,493	
SAMUEL GIBBONS, Cambridge, Massachusetts		2,500
GLOUCESTER COUNTY COLLEGE, Sewell, New Jersey		4,035
HARVARD UNIVERSITY, Cambridge, Massachusetts	50,027	
J. THOMAS HASTINGS, Urbana, Illinois		640
GWENDOLYN HOLLAND, Washington, D.C.		415
VIVIAN HOWARD, Ettrick, Virginia		6,590
UNIVERSITY OF ILLINOIS, Champaign, Illinois	109,365	

Awardee	Fiscal Year 73	Fiscal Year 74
UNIVERSITY OF ILLINOIS, Urbana, Illinois	9,977	65,000
INDIANA UNIVERSITY FOUNDATION, Bloomington, Indiana	13,318	
UNIVERSITY OF KANSAS, Lawrence, Kansas	116,969	103,173
KENYON COLLEGE, Cambier, Ohio		13,996
LAWRENCE JOHNSON ASSOCIATES, Washington, D.C.		15,768
HOWARD LESNICK, Fairfax, Virginia		5,840
CLARENCE LESTER, Washington, D.C.		415
LEWIN AND ASSOCIATES, Washington, D.C.		9,700
LOUISVILLE URBAN EDUCATION, Louisville, Kentucky	12,621	
UNIVERSITY OF MASSACHUSETTS, Amherst, Massachusetts	9,833	
BARRY McCARTHY, Reston, Virginia		5,840
UNIVERSITY OF MICHIGAN, Ann Arbor, Michigan	87,524	
MICHIGAN STATE UNIVERSITY, East Lansing, Michigan	159,156	
UNIVERSITY OF MISSOURI, Columbia, Missouri	9,931	
GRETA MORINE, San Francisco, California		400
E. GNANARAJ MOSES, Takoma Park, Maryland		5,840
NERO AND ASSOCIATES, Portland, Oregon		91,739
NEW YORK UNIVERSITY, New York, New York	53,000	
NORFOLK CITY SCHOOL, Norfolk, Virginia	7,880	
UNIVERSITY OF NORTH CAROLINA, Chapel Hill, North Carolina	107,335	
NORTHEASTERN UNIVERSITY, Boston, Massachusetts	86,403	
NORTHWEST REGIONAL EDUCATIONAL LAB., Portland, Oregon	403,000	477,130
DANIEL OGILVIE, New Brunswick, New Jersey		400
UNIVERSITY OF OREGON, Eugene, Oregon	69,957	
UNIVERSITY OF OREGON, Portland, Oregon	35,805	
PENN. DEPT. OF EDUCATION, Harrisburg, Pennsylvania	46,257	

Awardee	Fiscal Year 73	Fiscal Year 74
HELEN POPP, Cambridge, Massachusetts		625
MALCOM PROVUS, Charlottesville, Virginia		38,860
PURDUE RESEARCH FOUNDATION, Lafayette, Indiana	9,901	
PURDUE UNIVERSITY, Lafayette, Indiana	28,529	
RESEARCH FOUNDATION OF SUNY, New York, New York	9,934	
RESEARCH INSTITUTE FOR EDUCATIONAL PROBLEMS, Cambridge Massachusetts		69,000
RAY RIST, Portland, Oregon		400
UNIVERSITY OF ROCHESTER, Rochester, New York	253,132	
BARAK ROSENSHINE, Champaign, Illinois		400
RUTGERS UNIVERSITY, New Brunswick, New Jersey	9,960	
VICKY SHIPMAN, Princeton, New Jersey		400
ROGER SHUY, Bethesda, Maryland		5,840
LOUISE SMITH, Silver Spring, Maryland		415
WOOD SMETHHURST, Atlanta, Georgia		775
ROBERT SOAR, Tallahassee, Florida		400
UNIVERSITY OF SOUTH CAROLINA, Columbia, South Carolina	61,000	
JANE STALLINGS, Palo Alto, California		400
STANFORD RESEARCH INSTITUTE, Menlo Park, California		100,000
STATE UNIVERSITY OF N.Y., Stony Brook, New York	10,000	
THOMAS STICHT, Monterey, California		3,000
SWARTHMORE COLLEGE, Swarthmore, Pennsylvania	9,780	
SYRACUSE UNIVERSITY, Syracuse, New York	40,160	
WALTER TALBOT, Baltimore, Maryland		6,590
TEACHERS AND WRITERS COLLABORATIVE INC., New York, New York		60,000
TEMPLE UNIVERSITY, Philadelphia, Pennsylvania	9,972	
UNIVERSITY OF TEXAS/AUSTIN, Austin, Texas	73,849	

Awardee	Fiscal Year 73	Fiscal Year 74
UTAH STATE UNIVERSITY, Logan, Utah	146,181	
VANDERBILT UNIVERSITY, Nashville, Tennessee	73,682	
RICHARD VENESKY, Madison, Wisconsin		625
WASHINGTON, D.C. PUBLIC SCHOOLS, Washington, D.C.	2,898,096	2,148,800
WAYNE STATE UNIVERSITY, Detroit, Michigan	204,194	
DAVID WEIKART, Ypsilanti, Michigan		400
BETTY WHALEY, Washington, D.C.		415
SHELDON WHITE, Cambridge, Massachusetts		500
UNIVERSITY OF WISCONSIN, Madison, Wisconsin	51,643	
WISCONSIN R&D CENTER, Madison, Wisconsin	2,114,846	2,810,473
YESHIVA UNIVERSITY, New York, New York		24,641
TOTAL	$10,613,582	$7,719,890

EDUCATION AND WORK

The Institute is supporting research and development activities to analyze the current relationship between education and work for both youth and adults. It also develops and tests educational materials and programs which improve an individual's ability to choose, enter, and progress in a career. The emphasis is upon the career education needs of usually neglected populations such as women, unemployed and under-employed adults, and youths who are unmotivated in traditional high school classroom programs.

Much of the research and development work done in the past suggests that students will benefit from an integration of their work and study experiences. The Experienced-Based Career Education (EBCE) program supported by NIE is pioneering this kind of education.

This program has developed and tested a high school curriculum which permits students to earn their regular public school diploma through on-the-job work experiences arranged through the schools in coordination with classroom instruction provided at a special learning center outside of the regular high school. The program is intended to provide regular academic preparation, specific and general work skills, and skills in making career decisions, managing time and money and dealing with adults in a variety of circumstances. Students spend at least 50% of their regular school time in their communities at employer and community resource sites and the remainder of the "school" time is spent at the Learning Center where there are student activities, individual and group counseling, and classes.

The following chart presents basic information for the 1973-74 academic year about the four model test sites now supported by NIE which began their second year of operation in August, 1974:

	AEL	FWL	NWREL	RBL
No. of Students*	85	56	50	140
Grade Levels	12th	10th-12th	11th-12th	10th-12th
Racial breakdown of students	Predominantly white	Ethnically mixed	All white	Predominantly black
No. of employers*	105	119	125	85
Geographic location/ description	Charleston, WV rural/urban	Oakland, CA urban	Tigard, OR Suburban/ rural	Philadelphia, PA inner city

*Numbers are approximate

AEL Appalachia Educational Laboratory, Inc.
FWL Far West Laboratory for Educational Research & Development
NWREL Northwest Regional Educational Laboratories
RBS Research for Better Schools, Inc.

The more than 400 employers involved during the 1973-74 school year included small and large manufacturing firms, public service agencies, and retail businesses. In an evaluation of the four projects, employers were enthusiastic about EBCE. Some 97 percent said they would recommend participating in the program to other employers. Two-thirds said they planned to continue participating; the remaining one-third must await a company management decision.

More than 330 students chose to enroll in these programs in their home school districts during 1973-74. Students indicated they particularly liked the freedom and flexibility offered by the tailor-made learning activities and independent study projects. More than 90 percent felt that EBCE was successful in teaching them to work with others, to explore more career opportunities, and to assume responsibilities. Over 80 percent of the students believed that EBCE offered them more motivation than traditional schools; and of the EBCE graduates surveyed, 80 percent of those in college agreed that the program helped prepare them for college while those who were working were unanimous in saying that EBCE helped prepare them for employment. Of students who continue their enrollment after the two-week orientation period, approximately 95 percent go on to complete at least one year in the EBCE program. Students who chose the alternative EBCE program perform at least as well on standard academic achievement tests as their fellow students in the regular school curriculum.

Parents, students, and employer participants at the four EBCE projects were asked to assess the program for the evaluation report. Results indicated that parents were very supportive: 90 percent said they had noticed positive changes in their son or daughter that they believed were a result of the program; 87 percent thought that the EBCE program was better overall than past school experiences; 92 percent felt the program was particularly effective in teaching students to assume responsibility for themselves; and 87 percent believed that program helped their children to communicate in a mature way.

In FY 1975 the Institute is preparing to support the dissemination of information about EBCE and to assist in the replication of general variations of the model projects in other school systems. Each of the four school districts in which test sites are now operating have indicated their readiness to use local funds to support EBCE operations when the R&D efforts are completed. Between 10-15 school districts in the regions near the test sites have asked for NIE's assistance in implementing a full EBCE program. In addition, more than 100 school districts around the country have requested information or assistance with regard to one or more components of the EBCE program.

EDUCATION AND WORK

Awardee	Fiscal Year 73	Fiscal Year 74
ABT ASSOCIATES, Cambridge, Massachusetts	$	$ 765,681
AMERICAN INSTITUTES FOR EDUCATION, Washington, D.C.		136,700
AMERICAN INSTITUTES FOR RESEARCH, Palo Alto, California	211,100	850,000
APPALACHIAN EDUCATIONAL LABORATORY, Charleston, West Virginia	522,656	1,667,062
ARIES CORPORATION, McLean, Virginia	737,587	
ATLANTA PUBLIC SCHOOLS, Atlanta, Georgia		50,000
ROSALIND BARNETT, Weston, Massachusetts		4,440
PAUL BARTON, Arlington, Virginia		1,500
ROBERT BELDING, Iowa City, Iowa		5,150
JANICE BIRK, College Park, Maryland		500
KATHRYN BLAKE, Athens, Georgia		6,095
CHARLES BOWEN, Sands Point, New York		5,670
MITCHELL BRICKELL, New York, New York		1,800
CLAUDE BROWN, St. Louis, Missouri		3,027
MICHAEL BROWN, Bethesda, Maryland		160
BUREAU OF SOCIAL SCIENCE RESEARCH, Washington, D.C.		164,640
FRANCIS BURTNETT, Washington, D.C.		2,100
UNIVERSITY OF CALIFORNIA, Berkeley, California		131,423
UNIVERSITY OF CALIFORNIA, Santa Barbara, California	9,976	
WALTER CALLAHAN, McLean, Virginia		150
JOHN CAMPBELL, Columbia, Maryland		525

Awardee	Fiscal Year 73	Fiscal Year 74
CATHOLIC UNIVERSITY, Washington, D.C.	$ 38,390	
CENTER FOR EDUCATIONAL RESEARCH & INNOVATION, Paris, France		$ 32,000
CENTER FOR R&D IN HIGHER EDUCATION, Berkeley, California	150,305	9,000
CENTER FOR THE STUDY OF DEMOCRATIC INSTITUTIONS, Santa Barbara, California		38,936
CENTER FOR THE STUDY OF EDUCATION	89,727	
CENTER FOR THE STUDY OF PUBLIC POLICY, Cambridge, Massachusetts	58,960	49,732
CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION, Columbus, Ohio	6,172,212	2,585,068
UNIVERSITY OF CHICAGO, Chicago, Illinois	90,054	41,668
M. JEAN-PIERRE CLERC, Paris, France		6,740
COLLEGE ENTRANCE EXAMINATION BOARD, New York, New York		104,385
ROBERT DARCY, Fort Collins, Colorado		6,030
DARIEN PUBLIC SCHOOLS, Darien, Connecticut	5,000	
RUSSELL DAVIS, Newton Highlands, Massachusetts		6,035
PETER DOW, Cambridge, Massachusetts		770
EDUCATIONAL DEVELOPMENT CENTER, Newton, Massachusetts	1,982,993	195,684
EDUCATIONAL PRODUCTS INFORMATION EXCHANGE INSTITUTE, New York, New York		108,329
EDUCATIONAL TESTING SERVICE, Princeton, New Jersey	101,034	512,576
FAR WEST LABORATORY FOR EDUCATIONAL RESEARCH AND DEVELOPMENT, San Francisco, California		1,092,380
CHARLES FOLTZ, Weston, Massachusetts		10,500
KAREN FOX, New York, New York		5,353
STEVEN FRANKEL, Sherman Oaks, California		26,544
WILLIAM FRAZIER, Chicago, Illinois		4,000
MICHAEL FULIAN, Toronto, Ontario, Canada		2,000
GEORGETOWN UNIVERSITY, Washington, D.C.		15,889
GEORGE WASHINGTON UNIVERSITY, Washington, D.C.	75,903	

Awardee	Fiscal Year 73	Fiscal Year 74
EDWARD GLASER, Los Angeles, California	$	$ 2,285
KEITH GOLDHAMMER, Lansing, Michigan		5,600
WILLIAM GOODWIN, Boulder, Colorado		5,785
RICHARD GRAHAM, Washington, D.C.		1,226
HACKENSACK SCHOOL DISTRICT, Hackensack, New Jersey		49,980
JOANN HARRIS, Finksburg, Maryland		10,000
HARVARD UNIVERSITY, Cambridge, Massachusetts	165,500	102,870
CAS HEILMAN, East Lansing, Michigan		5,220
ROBERT HEINICK, Bloomington, Indiana		770
EDWIN HERR, University Park, Pennsylvania		5,925
NORMAN HIGGINS, Tempe, Arizona		6,822
ROBINSON HOLLISTER, Swarthmore, Pennsylvania		500
ANITA HUGHES, Washington, D.C.		6,000
HUMAN INTERACTION RESEARCH INSTITUTE, Los Angeles, California		18,033
UNIVERSITY OF ILLINOIS, Chicago, Illinois	20,000	
INDIANA UNIVERSITY FOUNDATION, Bloomington, Indiana		33,770
INSTITUTE FOR EDUCATIONAL DEVELOPMENT, New York, New York	359,827	
INSTITUTE FOR THE STUDY OF INQUIRING SYSTEMS, Philadelphia, Pennsylvania		22,673
JEFFERSON COUNTY PUBLIC SCHOOLS, Lakewood, Colorado		49,998
JOHNS HOPKINS UNIVERSITY, Baltimore, Maryland	200,000	9,788
MARTIN KATZ, Princeton, New Jersey		781
LOUIS KISHKUNAS, Denver, Colorado		19,440
HERMAN LAND, Albertson, New York		700
LAWRENCE JOHNSON ASSOCIATES, Washington, D.C.		45,877
HERBERT LEVINE, New Brunswick, New Jersey		10,500
CHARLES LEWIS, Washington, D.C.		1,500

Awardee	Fiscal Year 73	Fiscal Year 74
LOS ANGELES SCHOOL DISTRICT, Los Angeles, California	$	$ 50,000
LOWELL STATE COLLEGE, Lowell, Massachusetts		13,629
ARTHUR MATHIS, Nashville, Tennessee		600
MESA PUBLIC SCHOOLS, Mesa, Arizona		50,000
UNIVERSITY OF MICHIGAN, Ann Arbor, Michigan	158,667	106,436
MICHIGAN STATE UNIVERSITY, East Lansing, Michigan		29,600
MATTHEW MILES, Tappan, New York		4,897
UNIVERSITY OF MINNESOTA, Minneapolis, Minnesota	92,021	13,288
JAMES V. MORRIS	2,940	
UNIVERSITY OF MISSOURI, Columbia, Missouri		9,893
MOUNTAIN PLAINS ECONOMIC AND EDUCATION DEVELOPMENT PROGRAM INC., Glasgow, Montana	4,504,030	412,650
RON MULLEN, Marshall, California		1,500
NATIONAL ACADEMY OF SCIENCES, Washington, D.C.		53,989
NEW YORK UNIVERSITY, New York, New York	10,000	
NORTH CAROLINA STATE UNIVERSITY, Raleigh, North Carolina	478,000	407,000
NORTH DAKOTA UNIVERSITY, Grand Forks, North Dakota	8,337	
NORTHWEST REGIONAL EDUCATION LABORATORY, Portland, Oregon	20,365	989,096
MELVIN NOVICK, Iowa City, Iowa		400
OBERLIN COLLEGE, Oberlin, Ohio		43,220
OPPORTUNITIES INDUSTRIALIZATION CENTER, INC., Philadelphia, Pennsylvania	592,945	1,191,335
ORGANIZATION FOR SOCIAL & TECHNICAL INNOVATION, Newton, Massachusetts	69,110	
EDWARD PALMER, New York, New York		650
MICHELLE PATTERSON, Santa Barbara, California		928
UNIVERSITY OF PENNSYLVANIA, Philadelphia, Pennsylvania		25,843
PENN STATE UNIVERSITY, University Park, Pennsylvania		32,521

Awardee	Fiscal Year 73	Fiscal Year 74
ARI JOEL PERLMAN, New York, New York		25,130
P. J. C. PERRY, London, England		5,840
STANLEY POGROW, Albuquerque, New Mexico		300
PONTIAC SCHOOL DISTRICT, Pontiac, Michigan		46,970
PUERTO RICAN RESEARCH AND RESOURCES CENTER, Puerto Rico	13,005	
RAND CORP., Santa Monica, California	18,960	
RESEARCH FOR BETTER SCHOOLS, Philadelphia, Pennsylvania		1,356,333
ROOSEVELT UNIVERSITY, Chicago, Illinois	9,997	
HEDWIG RUDOLF, Federal Republic of Germany		6,490
NANCY SCHLOSSBERG, Washington, D.C.		700
HARVEY SCRIBNER, Amherst, Massachusetts		1,500
HARRY SILBERMAN, Malibu, California		8,480
STANFORD RESEARCH INSTITUTE, Stanford, California		205,657
STANFORD UNIVERSITY, Stanford, California	206,032	27,665
STATE UNIVERSITY OF NEW YORK, Binghamton, New York	23,001	
DANIEL STUFFLEBEAM, Kalamazoo, Michigan		9,895
SYRACUSE UNIVERSITY, Syracuse, New York	126,848	
SYRACUSE UNIVERSITY RESEARCH CORP., Syracuse, New York	50,000	
SYSTEMS DEVELOPMENT CORPORATION, Santa Monica, California		88,029
ANDRESS TAYLOR, Washington, D. C.		725
SCOTT THOMPSON, Reston, Virginia		1,500
DAVID TIEDEMAN, DeKalb, Illinois		777
GUS TYLER, New York, New York		1,500
GLENYS UNRUH, Clayton, Missouri		3,760
BERNARD UPSHUR, New York, New York	6,450	
VIRGINIA POLYTECHNICAL INSTITUTE, Blacksburg, Virginia	9,691	

Awardee	Fiscal Year 73	Fiscal Year 74
UNIVERSITY OF WASHINGTON, Seattle, Washington	$ 85,044	$
UNIVERSITY OF WISCONSIN, Madison, Wisconsin	36,117	66,296
STEVEN ZIFFERBLATT, Stanford, California		7,755
TOTAL	$17,512,784	$14,369,062

EDUCATION VOUCHERS

The Institute is testing aspects of the education voucher concept in order to determine whether increased parental control over the allocation of education funds produces improvements in student achievement and public satisfaction with the education children receive.

Education vouchers are a mechanism for allocating the resources of a school system – money, staff and facilities – according to the preferences of parents expressed through their children's enrollment in alternative school programs set up by teachers and administrators. Each student has a voucher provided by the school system and equal to the average per-pupil expenditure of the school district. Schools receive operating funds by "cashing-in" the vouchers of students who choose to enroll in their program.

A little over three years ago, theorists were still discussing the education voucher idea without benefit of an actual test. Then in the spring of 1972, the Alum Rock Union School District on the east side of San Jose, California negotiated an agreement with the Office of Economic Opportunity to begin the country's first voucher demonstration project. The public school project was transferred to NIE in August, 1973, as part of an executive reorganization. It is scheduled to operate for five to seven years.

The Alum Rock School District is not wealthy. In 1969-70, it received one-third more state aid per pupil than California's average student aid because of the low economic status of its population. Its population usually has fluctuated between 15,000 and 16,000 students in grades kindergarten to eight. The current student population is about 50% Spanish-surnamed, 12% black, and 38% white and other.

The Alum Rock voucher project is a particular model of a voucher system which is limited to public schools and has regulations to guard against any possible discrimination in school admissions. The school system is making an increased effort to inform parents of the options available to their children and the past performance of schools, and to help them understand the information they have so that they can make their choice.

Special additional vouchers are provided for children eligible under Federal guidelines for compensatory education programs. This provides schools with an incentive to enroll and adequately serve these children.

Another special feature is the mini-school which allows several autonomous programs – with their own teachers, classrooms and curriculum – to operate within a single large school building under a single principal. This provides increased diversity of curricula and learning styles, and choice within a limited geographic area and with minimal extra costs for facilities. In the first year, the curricula of the mini-schools could be categorized as follows: Tradition Academic – each school developed at

least one traditional "mini-school" in response to parents' insistence on educational continuity, Innovative or Open Classrooms, Gifted, Fine and Creative Arts, Learning-By-Doing, Individualized Learning, and Multi-Cultural. All mini-schools meet minimum State and local educational standards. The mini-schools usually span a few grades and enroll between 60 and 525 children. Parents may enroll their children in any mini-school throughout the district and transportation is provided to ease access.

The school district began its voucher project in the 1972-73 school year with six of its elementary and middle schools voluntarily participating, involving 3,900 children in 22 mini-schools. Now into its third year, the voucher system operation has about 9,300 students in 14 of the district's elementary and middle schools, organized into 51 mini-schools.

The flexibility of the system and its responsiveness to parental interests are demonstrated by the fact that two mini-schools which operated in 1973-74 did not continue the following year due to lack of enrollments and two new mini-schools proposed for 1974-75 did not open for the same reason.

Because the voucher project is a comprehensive one touching almost all major aspects of the Alum Rock schools, it is difficult to briefly describe the project's results to date. While the data now available is inconclusive about the effects of the voucher system on student achievement, surveys and enrollment data do show that parents are exercising choice in the enrollment of their children: over 40% of the families with two or more children in voucher schools chose different programs for different offspring, implying a desire to match program styles to children's needs. During the project's second year, the number of transfers is expected to increase significantly. The spring 1974 enrollment cycle for the 1973-74 school year showed that:

- Among the original six voucher schools, 38% of the children transferred for the coming year, 30% changed from one program to another within the same school building, while 8% changed from one building to another.

- Among the new voucher schools, 17% of the students changed from the school building they were attending in school year 1972-73 to another participating voucher school for the coming school year.

The attitudes of parents changed as they participated in the voucher test. Voucher parents were surveyed in fall 1972 and again in June 1973. Perhaps the most significant increases between the surveys occurred in the percentage of participating parents agreeing with the following attitudinal statements:

- Most parents like the idea that they should have a choice about the kinds of schools their children attend. (Fall, 83%; Spring, 95%)

- Most parents believe that their children will get a better education if their parents can select the school that they go to. (Fall, 47%; Spring, 75%)

- Most parents believe that giving parents a choice about the schools their children attend will make teachers more responsive to their complaints and suggestions. (Fall, 66%; Spring, 76%)

- More parents surveyed in the spring believed that vouchers will improve the quality of the education their children receive. (Fall, 47%; Spring, 89%)

Teachers participating in the voucher schools are increasingly favorable about the system. Teachers at 17 of the original voucher mini-schools interviewed in the spring of 1973 cite increased teacher autonomy and decision-making as a major benefit of participation. Of the 66% who thought that

there had been a shift of decision-making from the school district down to the individual school, 96% of the teachers cited greater opportunity to innovate as an advantage of this change, 67% cited increased teacher authority, and 57% cited upgrading of their professional role as main advantages of vouchers in Alum Rock.

In the spring of 1974, 81% of the teachers working in the voucher schools said that they were pleased to do so. An additional question asked at the time indicated that roughly 62% of the teachers in the project believed vouchers would increase the quality of education in the Alum Rock Schools. Only 7% thought quality would decrease as a result of the vouchers system. Eighty-seven percent listed that as a main advantage of the voucher project it has resulted in curricula better suited to student needs.

The Institute is supporting an analysis of the voucher project which will not only report on the overall effects of the Alum Rock test site but suggest what lessons may be drawn from it and adopted, possibly in segments, by other school districts. Among such segments might be the per pupil income-outgo budgeting and accounting system, the parent information effort, the partnership of teachers, administrators and parents in shaping a school's curriculum, and the mechanism for facilitating an open enrollment system.

VOUCHERS

Awardee	Fiscal Year 73	Fiscal Year 74
MANUEL ANDRADE, Denver, Colorado	$	$ 390
APPLIED URBANETICS, Washington, D.C.		9,461
NELSON ASHLINE, Providence, Rhode Island		200
CENTER FOR THE STUDY OF PUBLIC POLICY, Cambridge, Massachusetts		117,031
C. M. LEINWAND ASSOCIATES, Newton, Massachusetts		263;948
COLUMBIA UNIVERSITY, New York, New York		2,280
EAST HARTFORD PUBLIC SCHOOLS, East Hartford, Connecticut		69,563
SIDNEY ESTES, Atlanta, Georgia		225
WILLIAM SMITH FURRY, Stanford, California		2,500
WARREN HAYMAN, Palo Alto, California		500
ROBERT LAMBORN, Washington, D.C.		80
ALEX LAW, Sacramento, California		500
HENRY LEVIN, Stanford, California		1,200
DICK MALLORY, Washington, D.C.		80
MCILWAY AND ASSOCIATION, Annandale, Virginia		2,500

Awardee	Fiscal Year 73	Fiscal Year 74
ELENA MULCAHY, Chicago, Illinois		280
NEW HAMPSHIRE DEPT. OF EDUCATION, Concord, New Hampshire		38,227
DAVID STERN, New Haven, Connecticut		1,650
WALTER NICHOLSON, Princeton, New Jersey		850
TOM PAIZANT, Eugene, Oregon		500
RAND CORPORATION, Santa Monica, California		710,270
JOHN WILSON, Minneapolis, Minnesota		2,900
PATRICIA WORTHEIMER, Wellesley, Massachusetts		205
	Total	$1,275,340

NOTE: In FY 1973, prior to its transfer to NIE, the Alum Rock Education Voucher project was funded by the Office of Economic Opportunity in the amount of $4,592,000 for a period of 27 months.

EXPERIMENTAL SCHOOLS

This program was begun by the Office of Education in fiscal year 1972 and transferred to NIE in fiscal year 1973. It supports projects directly involving 48,000 students and 3,000 full- and part-time teachers in fifteen public school districts and three special street academies to examine ways of locally identifying school problems and trying out alternative ways of achieving comprehensive reforms through local efforts. The Institute's efforts are focused on the documentation and analysis of what occurs in the local school districts. Projects will normally participate in the program for five years.

One of the public school projects is at the Edgewood Independent School District in San Antonio, Texas, which is attempting to design its entire educational program to reflect the cultural, language, and economic characteristics and learning styles of its economically disadvantaged population. The school district has 73,000 residents and 26 schools – 17 elementary, 6 middle, and 3 high schools. Approximately 91% of its more than 22,000 students are Mexican-American, 6% are Black, and 3% are Anglo.

Four elementary and one high school are participating in the Experimental School project supported by NIE which began operations in 1972-73. The five schools enroll almost 5,400 students and have about 220 teachers. More than 96% of the students and 40% of the faculty in these schools are Mexican-Americans.

Teachers, parents, and special central project staff have used the students' life experiences as the basis for locally designed and tested curricular materials in the areas of mathematics, reading, Spanish language, language arts, and history. Many materials produced nationally, such as bilingual curricula, or by the state education agency are adapted for use in the project schools. These local efforts are not intended to limit or distort the school programs available for children but to make those programs more compatible with the learning styles and home culture.

The schools are also trying to be centers for adult education and basic family counseling and health services. Bilingual/bicultural instruction is part of all programs. The accurate assessment of students' educational needs is an important emphasis of the project because national standardized tests often under-rate Edgewood children because of cultural and language differences.

By 1977-78, when this five-year Experimental Schools program will end, it is expected that the Edgewood Independent School District will have developed and tried its design for a school system attuned to the strengths, needs, and aspirations of the community.

EXPERIMENTAL SCHOOLS

Awardee	Fiscal Year 73	Fiscal Year 74
ABT ASSOCIATES, Cambridge, Massachusetts	$ 1,812,923	$
RUBY ANAYA, Albuquerque, New Mexico		641
JAMES ANDERSON, West Lafayette, Indiana		919
ARIES CORP., Minneapolis, Minnesota	876,994	57,100
BERKELEY UNIFIED SCHOOL DISTRICT, Berkeley, California	2,867,735	
MITCHELL BERRY	2,104	
ROBERT BLANCHARD, Portland, Oregon		417
ANNE GRANT BLYN, New York, New York	2,185	
EDWARDS SODA BOUILA, Puerto Rico	1,380	
NORMAN BOYAN, Santa Barbara, California		583
CHRISTINE BRANCH, Cleveland, Ohio		807
ROBERT BROWN, Tuscaloosa, Alabama		798
BERNARD BRUCE, Cambridge, Massachusetts	1,444	
WALTER BUCKLEY, Buffalo, New York		200
CARBON CITY SCHOOL DISTRICT, Carbon City, Wyoming	361,351	
RICHARD CARISEN, Eugene, Oregon		533
W. W. CHARTERS	300	
ROBERT CHISHOLM, Arlington, Virginia		645
ROBERT CHURCH, Evanston, Illinois		434
ALLAN CLUTTHERN, Abingter, Pennsylvania	300	

Awardee	Fiscal Year 73	Fiscal Year 74
DAVID COHEN, Cambridge, Massachusetts	2,935	
COLUMBIA UNIVERSITY, New York, New York	2,425	
CONSTANTINE SCHOOL DISTRICT, Constantine, Michigan	715,611	
CRAIG CITY SCHOOL DISTRICT, Craig City, Alaska	265,365	
RICHARD DERSHIMER, Washington, D.C.	1,676	
DEVELOPMENT ASSOCIATES, Washington, D.C.	722,383	
HENRY DYER, Princeton, New Jersey	2,517	
INELY EDDINGS, Columbia, S.C.		549
EDUCATION AND FACILITY LAB, New York, New York	23,500	
EDUCATION AND PUBLIC AFFAIRS, Washington, D.C.	39,577	
TODD ENDO, Alexandria, Virginia	844	
JAMES FORTUNE, East Windsor, New Jersey	1,273	
FRANKLIN PIERCE SCHOOLS, Tacoma, Washington	2,304,543	
ERNEST GALARZA		715
HENDRIK GIDEONSE, Cincinnati, Ohio	1,179	
FRANCIS GONZALEZ, Boston, Massachusetts	975	
RICHARD GREEN, Minneapolis, Minnesota		747
RONALD GROSS, New York, New York		677
BERNARD HAAKE, Albany, New York		643
HANCOCK COUNTY, Hawesville, Kentucky	567,505	
J. THOMAS HASTINGS, Urbana, Illinois		426
LAWRENCE IANNICCONNE, Riverdale, California	1,043	
PETER JANSSEN, San Francisco, California		440
DAVID KIRP, Berkeley, California		440
STEVEN KLEIN, Los Angeles, California	1,367	
JANET KOHN, Edmore, Michigan		400

Awardee	Fiscal Year 73	Fiscal Year 74
DAVID KRATHWOHL, Syracuse, New York	1,004	
DAVID LORTIE, Chicago, Illinois	1,156	567
LEAD-DEADWOOD SCHOOL DISTRICT, Lead-Deadwood, South Dakota	733,840	
LESTER LESSINGER, Athus, Pennsylvania	977	
J. H. MARTIN, Chappaqua, New York	3,086	
GILBERT MARTINEZ, Sacramento, California		753
JAMES McCOMAS, Knoxville, Tennessee		744
MINNEAPOLIS PUBLIC SCHOOL, Minneapolis, Minnesota	3,037,022	
JASON MILLIMAN, Ithaca, New York	941	
HAYES MIZELL, Columbia, South Carolina		525
WILLIAM MYDAGAL, Waco, Texas		525
NATIONAL URBAN LEAGUE	3,644,468	
YOLANDA NELSON, El Paso, Texas		589
NORTHWEST EDUCATION DEVELOPMENT LAB, Portland, Oregon	897,803	
THADDEUS O'BRIEN, Cleveland, Ohio		603
MICHAEL O'KEEFE, Washington, D.C.	968	
RILEY O'NEIL, Granite City, Utah		633
PERRY COUNTY SCHOOL DISTRICT, New Augusta, Missouri	518,133	
ISADORE PIVNIK, San Francisco, California		521
QUILCENE SCHOOL DISTRICT, Quilcene, Washington	379,773	
GUADALUPE QUINTANILLA		513
SEYMOUR SARASON, New Haven, Connecticut	930	
RICHARD SCHULTZ, Berkeley, California	928	
SCIENTIFIC ANALYSIS CORP., San Francisco, California	846,413	
SERVICE INTEGRATION TECH. INSTITUTE, Newton Center, Massachusetts	2,758	

Awardee	Fiscal Year 73	Fiscal Year 74
JAMES SHAVER, Logan, Utah	$	$ 545
MICHAEL SCRIVEN, Berkeley, California	1,208	
SAM SIEBER, Princeton, New Jersey	300	
DELORES SILAS, Tacoma, Washington		455
SOUTH UMPQUA SCHOOL DISTRICT, Myrtle Creek, Oregon	992,021	
ROBERT STAKE, Urbana, Illinois	1,107	
DANIEL STUFFLEBEAM, Kalamazoo, Michigan		801
SUPERVISORY UNION #58, Groveton, New Hampshire	336,953	
RICHARD TURNER, Bloomington, Indiana	1,309	
CYNTHIA TYSON		440
HARRY WALCOTT, Eugene, Oregon	1,455	
MURRAY WAX, Lawrence, Kansas	1,745	
WILCOX SCHOOL DISTRICT, Wilcox, Arizona	699,680	
THOMAS WILSON, Chicago, Illinois		430
BLAINE WORTHEN, Boulder, Colorado	1,516	
TOTAL	$22,688,928	$76,758

NOTE: In FY 1972, prior to its transfer to NIE, the Edgewood Independent School District project was funded by the Office of Education in the amount of $3,295,000 for a period of five years.

MULTICULTURAL/BILINGUAL EDUCATION

The Institute supports research and development to discover, develop, and test teaching techniques, curricula, and materials which encourage children to learn about the culture of their family and their community and to use their home language as well as English in pursuing the regular school curriculum. The program is seeking also to develop tests which fairly assess a person's abilities and potentialities.

One example of the Institute's efforts is the development of basic curricular materials for groups whose population is too small or disparate to provide economic incentives for commercial publishers of curricula or for populations which have been bypassed by past curriculum development activities.

The Intercultural Reading and Language Development Program of the Northwest Regional Education Laboratory was begun in 1966 with the support from the U.S. Office of Education to develop curricular materials which will improve the reading and language skills of culturally

different and educationally disadvantaged children while bolstering pride in their ethnic heritage and confidence in their ability to achieve. The initial objective was to develop basic materials for the teaching of reading which use the culture and everyday experiences of each different group of children as models for the settings, people, stories, and examples used in the materials. The published products include readers for grades 1 to 3, teacher guides, and aids for the materials which are designed to supplement those commercially available and commonly used in the local school curricula.

The Alaskan Readers were evaluated by a committee of Alaskan natives, parents, and teachers who had used the curriculum. Their findings were that the materials are more culturally relevant than any other and, if properly used, will provide a highly effective reading program. Evaluators from NWREL used criteria – referenced tests – to evaluate the material in the twelve different books of Alaskan Readers. The test data for students in grades 1 to 3 support the evaluators' findings. The Bureau of Indian Affairs in Juneau and the Alaska State Operated School System adopted the readers for use in the publicly supported school system now operating in Alaska.

Indians, Eskimos, and Aleuts, because of their high interest in the readers, formed a printing company to print the readers. In its first year, the company grossed $40,000 and made a profit. The Northwest Regional Education Laboratory gave technical assistance to the company for its first year of operation. A special set of materials for reading readiness was prepared for inner-city children. The program has completed readers and teacher guides for children of residents of Guam and American Samoa and for children of native Alaskans.

The program is now focusing on developing readers and teacher guides for children of Pacific Northwest Indian Tribes. The Pacific Northwest Indian Readers project is now in its second year. It involves tribes in the four state area of Idaho, Montana, Oregon, and Washington. The laboratory staff has found that the development of materials which will be effective and well received must involve the parents and teachers of the children who will use the readers. The laboratory staff includes members of some of the tribes involved. An Indian Policy Board composed of prominent members of the tribes and state education agency officials has established policies and procedures for the project. Planning committees of local residents have been established for three regions – Coastal, Plateau, and Plains – and have been working with laboratory staff in developing materials and procedures for the tribes in each regional grouping.

Actual production of materials – writing, illustrating, and developing draft test instruments – is accomplished for the most part in the respective regions, either at regional planning committee meetings or on the individual reservations themselves.

Working drafts of the readers and teacher guides are now ready for field testing.

Twelve tribes have been involved in planning of the readers – Blackfeet, Lummi, Quinnault, Warm Springs, Shoshone, Bannoc, Colville (several bands), N. Cheyenne, Crow, Cree, Swinnimish, and Clallam. Three more tribes – Flatheads, Yakima, and Klamath – have expressed interest to date.

The Northwest Regional Education Laboratory is negotiating for approval from four school boards to try out the first grade materials. They are the Warm Springs, Oregon grade school; the Taholah, Washington grade school; the Browning, Montana grade school; and the Ferndale, Washington grade school. Pilot tests of the materials began in September in Browning involving Blackfeet children. This test includes three schools and 167 children. As soon as the materials can be delivered, Warm Springs will have 55 children using the first grade curriculum; Taholah, 19; and Ferndale, 191. At present, eight other tribes have expressed interest in using the materials. Development of the materials is now scheduled to end in 1977.

MULTICULTURAL

Awardee	Fiscal Year 1973	Fiscal Year 1974
ALASKA UNIVERSITY, Fairbanks, Alaska	$ 67,000	$ 30,000
WILL ANTELL, Cambridge, Massachusetts		725
WENDELL BELL, New Haven, Connecticut		150
UNIVERSITY OF CALIFORNIA, Los Angeles, California	5,265	
UNIVERSITY OF CALIFORNIA, Riverside, California	16,247	
UNIVERSITY OF CALIFORNIA, Santa Barbara, California		26,000
ALFREDO CASTENEDA, Stanford, California		2,400
GORDON CAWELTI, Washington, D.C.		150
CENTER FOR APPLIED LINGUISTICS, Arlington, Virginia		60,000
CENTER OF NORTHERN EDUCATIONAL RESEARCH, Alaska	55,091	
CENTRAL MIDWESTERN REGIONAL EDUCATION LABORATORY St. Louis, Missouri	350,000	266,896
UNIVERSITY OF CHICAGO, Chicago, Illinois	112,218	
CLAREMONT INSTITUTE, Austin, Texas	9,932	
COLORADO MIGRANT COUNCIL, Denver, Colorado	55,000	
COLORADO STATE UNIVERSITY, Boulder, Colorado	51,000	
COLUMBIA UNIVERSITY, New York, New York	115,177	
CONCORDIA COLLEGE, Moorhead, Minnesota	1,200	
UNIVERSITY OF DENVER, Denver, Colorado	252,762	
EDUCATIONAL RESEARCH COUNCIL OF AMERICA, Cleveland, Ohio	50,000	
ESTUDIA INC., Buffalo, New York	108,293	
GEORGIA STATE UNIVERSITY, Atlanta, Georgia	61,222	
UNIVERSITY OF GEORGIA, Athens, Georgia	297,832	
HARVARD UNIVERSITY, Cambridge, Massachusetts	35,000	
WILLIAM HUNTER, Washington, D.C.		150
VIRGINIA HYMES, Philadelphia, Pennsylvania		610

Awardee	Fiscal Year 73	Fiscal Year 74
IBERO AMERICAN ACTION LEAGUE INC., Rochester, New York	$ 121,838	$
UNIVERSITY OF ILLINOIS, Urbana, Illinois	139,538	
INDIANA UNIVERSITY, Bloomington, Indiana	9,971	
SAMUEL JOHNSON, Atlanta, Georgia		150
LAWRENCE JOHNSON AND ASSOCIATES, Washington, D.C.		41,731
UNIVERSITY OF KANSAS, Lawrence, Kansas	18,879	
PAUL KENNY, Washington, D.C.	9,300	
MASSACHUSETTS INSTITUTE OF TECHNOLOGY, Cambridge, Massachusetts	156,996	
UNIVERSITY OF MIAMI, Miami, Florida	67,980	
MID CONTINENT REGIONAL EDUCATION LABORATORY, Kansas City, Missouri	$ 283,500	$
WICK MILLER, Salt Lake City, Utah		516
MISSOURI SOUTHERN STATE COLLEGE, Joplin, Missouri	9,154	
NANCY MODIANO, Washington, D.C.		150
NAVAHO TRIBE, Window Rock, Arizona		70,088
NEW HAMPSHIRE UNIVERSITY, Durham, New Hampshire	25,177	
NEW MEXICO UNIVERSITY, Albuquerque, New Mexico	156,063	
STATE UNIVERSITY OF NEW YORK, Albany, New York	28,955	
OHIO STATE UNIVERSITY, Columbus, Ohio	9,996	
OLD DOMINION UNIVERSITY, Norfolk, Virginia	43,759	
OFFICE OF NATIVE AMERICAN PROGRAMS, INTERAGENCY TRANSFER TO DHEW		95,000
UNIVERSITY OF OREGON, Eugene, Oregon	44,929	
OUR LADY OF THE LAKE COLLEGE, San Antonio, Texas	17,406	
UNIVERSITY OF PENNSYLVANIA, Philadelphia, Pennsylvania		91,453
PENNSYLVANIA STATE DEPARTMENT OF EDUCATION, Harrisburg, Pennsylvania	9,985	
CHESTER PIERCE, Cambridge, Massachusetts		1,074

Awardee	Fiscal Year 73	Fiscal Year 74
RESEARCH FOUNDATION OF STATE UNIVERSITY OF NEW YORK, Binghamton, New York	20,886	
FREDERICK A. ROGERS, Champaign, Illinois	22,830	
DANIEL ROSELLE, Washington, D.C.		150
GLORIA SMITH, East Lansing, Michigan		150
ST. LOUIS PUBLIC SCHOOLS, St. Louis, Missouri	10,000	
SMITHSONIAN INSTITUTION, Washington, D.C.	28,766	5,780
UNIVERSITY OF SOUTHERN CALIFORNIA, Pasadena, California	10,000	
SOUTHWEST EDUCATION DEVELOPMENT LABORATORY, Austin, Texas	1,757,000	2,036,392
STANFORD UNIVERSITY, Stanford, California	374,880	247,900
DORRANCE STEELE, Washington, D.C.		75
LEINE STUART, Washington, D.C.		500
SYRACUSE UNIVERSITY, Syracuse, New York	9,962	
SYSTEMS AND EVALUATION IN EDUCATION, Riverside, California		44,879
UNIVERSITY OF TEXAS, Austin, Texas	42,744	
TEMPLE UNIVERSITY, Philadelphia, Pennsylvania	106,102	
RUDOLPH TROIKE, Arlington, Virginia		150
UNITED MEXICAN AMERICAN STUDENT SCHOOL FUND, Denver, Colorado	9,550	
LA VOZ de la RAZA, Grand Junction, Colorado	23,000	
THOMAS VILLAREAL, Washington, D.C.		150
UNIVERSITY OF WISCONSIN, Madison, Wisconsin	34,210	49,950
UNIVERSITY OF WISCONSIN, Milwaukee, Wisconsin	10,000	
Total	$5,256,595	$3,073,319

LOCAL PROBLEM-SOLVING

This program supports R&D activities to determine how effective problem-solving capacity might be developed and implemented in various types of schools and school systems to identify and solve local educational problems. This capacity is envisioned as the ability of school personnel to anticipate and analyze problems, secure community and staff commitment to analyze alternative solutions, generate local solutions or adopt solutions developed elsewhere, implement the solutions, and ensure their continued operation and effectiveness. Improved means of assisting schools and school systems in achieving this capacity are also being sought.

The field research component of the program on local problem-solving is designed (1) to learn how schools and school systems can build and maintain an organizational capacity for self-improvement and (2) to provide information derived from this research to policy-makers and practitioners concerned with developing similar local capacities. Since there is widespread agreement that written materials by themselves are insufficient for helping people use research information, the program will experiment with how existing networks of people and organizations, such as leaders of open education teacher centers or research directors in big city school districts, can be used to help practititioners use this information in an effective and timely way.

The first step in this effort has been to select nine projects in six of the country's largest cities involving 33 schools which will be studied as they address locally defined school problems. These were selected from 106 proposals submitted by public and private organizations in more than 40 cities. In order to help maintain the projects' vitality while they participate in the research study, the Institute is providing supplementary funds to extend or further develop elements of their programs which had already experienced some success. All projects must focus upon the education of low-income children attending public schools.

The Institute will support an independent contractor to gather information about the problem-solving strategies used by each project, to study the effects of these strategies, and to test ways of communicating this information to schools and other education organizations.

Brief descriptions of the nine projects provide a sense of the practical problems being dealt with under this program. The California Teachers' Association, for example, has for years advocated a greater role for teachers in school policy making. With NIE's help, the CTA's Institute for Teaching will try out a new program that gives teachers more authority in the planning and operating procedures of ten elementary schools in the San Jose Unified School District.

Beginning in 1971, the Minneapolis public school system, with the help of an NIE Experimental Schools grant, developed a system of five alternative schools in the city's southeast area. Crucial to the success of this project was a teacher center, jointly sponsored by the University of Minnesota and the public school system, which provided training and advice to teachers. The Minneapolis Board of Education recently voted to extend alternative education throughout the city, and a new NIE grant will help establish a second teacher center in another area of the city where new alternative schools are being organized.

The City College Advisory Service in New York City will recruit experienced teachers to work alongside those less experienced who are initiating open education in their classrooms in three city elementary schools.

The Louisville (Ky) Board of Education will provide funds for the district staff to work with the principals of Woerner Junior High School and Roosevelt Elementary School to try out a cooperative decision-making program. With the aid of these district advisors, the principals will train faculty, parents, and students to work together to assume new responsibility for decisions about curriculum, organization of staff, use of time and facilities, and school management.

The Advisory and Learning Exchange of Washington, D.C. will teach principals, teachers, and parents mangement-by-objectives techniques useful in running a school. Three junior high schools will participate in the project.

Several years ago, in response to a New York City Board of Education plan to organize a conventional 4,000-student high school, community representatives from East Harlem planned and developed their own school, Park East High. An NIE grant will help this planning group, the Committee for a Comprehensive Education Center, expand Park East to serve up to 2,000 students by 1977.

The business community of New York City, through the Economic Development Council – a consortium of more than 200 companies – has been helping schools by supplying them with business executives "on loan." A new project, for which NIE will supply 10 percent of the funds, will create stronger partnerships between EDC and eight inner-city high schools. Business consultants and teachers will work together to identify critical problems and will have resources of both the school and business communities at hand to solve them.

The New York Urban Coalition (NYUC) has been actively supporting schools experimenting with alternative classroom organizations. Now NYUC will provide staff consultants to a Bronx junior high school that is converting its organization into a system of mini-schools which permits more individualized instruction.

In the Watts area of Los Angeles, ten of the community's mental health, medical, and educational agencies will work with the students of two elementary schools. They hope to bring together administrators, teachers, and parents to help them better understand and meet their children's social, psychological, and academic needs.

LOCAL PROBLEM SOLVING

Awardee	Fiscal Year 1973	Fiscal Year 1974
ASSOCIATES FOR RENEWAL, Washington, D.C.	$	$ 126,792
MARY BERES, Ithaca, New York		533
CALIFORNIA TEACHERS ASSOCIATION, Los Angeles, California		114,000
CENTER FOR ADVANCED STUDY OF EDUCATIONAL ADMINISTRATION, Eugene, Oregon	981,694	172,639
CENTER FOR NEW SCHOOLS, Chicago, Illinois		128,269
CENTER FOR POLICY RESEARCH, New York, New York		68,907
CENTER FOR THE STUDY OF EVALUATION, Los Angeles, California	270,000	313,159
CENTER FOR URBAN EDUCATION, New York, New York	1,092,800	
CENTRAL CITY COMMUNITY MENTAL HEALTH CENTER, Los Angeles, California		127,170
CHICAGO CONSORTIUM OF COLLEGES AND UNIVERSITIES, Chicago, Illinois	8,969	

Awardee	Fiscal Year 1973	Fiscal Year 1974
CITY UNIVERSITY OF NEW YORK, New York, New York	$	$ 118,366
COLUMBIA UNIVERSITY, New York, New York		97,361
COMMITTEE FOR A COMPREHENSIVE EDUCATION CENTER, New York, New York		151,904
VIRGINIA CUTTER, Austin, Texas		673
ECONOMIC DEVELOPMENT COUNCIL, New York, New York		119,498
RICHARD ELMORE, Cambridge, Massachusetts		500
TODD ENDO, Alexandria, Virginia		2,100
FAR WEST LAB FOR EDUCATIONAL RESEARCH & DEVELOPMENT, San Francisco, California	978,482	726,128
ROBERT HOOVER, Palo Alto, California		1,358
ELAINE HUBBARD, Madison, Wisconsin		593
JOHNS HOPKINS UNIVERSITY, Baltimore, Maryland	609,312	
INSTITUTE FOR EDUCATIONAL DEVELOPMENT, New York, New York		3,675
UNIVERSITY OF KANSAS, Lawrence, Kansas	34,062	
DOUGLAS LAPP, Baileys Crossroads, Virginia		384
LOUISVILLE BOARD OF EDUCATION, Louisville, Kentucky		106,843
ROSLYN MENZEL, New York, New York		200
MINNEAPOLIS PUBLIC SCHOOLS, Minneapolis, Minnesota		96,376
ELENA MULCAHY, Chicago, Illinois		571
ADELINE NAIMAN, Newton, Massachusetts		537
YOLANDA N. NELSON, El Paso, Texas		735
NEW YORK URBAN COALITION, New York, New York		103,596
NORTHWEST REGIONAL EDUCATION LAB, Portland, Oregon	1,948,547	38,343
NORTHWESTERN UNIVERSITY, Evanston, Illinois	157,750	
PALO ALTO UNIFIED SCHOOL DISTRICT, Palo Alto, California	122,200	
JOHN PINCUS, Santa Monica, California		4,000

Awardee	Fiscal Year 73	Fiscal Year 74
RAND CORPORATION, Santa Monica, California		74,377
RAND CORPORATION, Washington, D.C.		88,806
ELIZABETH RANDOLPH, Raleigh, North Carolina		516
RESEARCH FOR BETTER SCHOOLS, Philadelphia, Pennsylvania	1,271,145	1,162,699
DAVID ROGERS, New York, New York		200
ERNESTINE ROUSE, Storrs, Connecticut		537
LUTHER SEABROOK, New York, New York		513
ROBERT SCHWARTZ, Boston, Massachusetts		542
ART THOMAS, Dayton, Ohio		548
WASHINGTON UNIVERSITY, St. Louis, Missouri	141,339	
SYLVESTER WEBB, Philadelphia, Pennsylvania		501
STEPHEN WEINER, Stanford, California		1,059
ALAN WEISBERG, Boston, Massachusetts		542
Total	$7,616,300	$3,956,055

PRODUCTIVITY

Currently, the Institute is primarily engaged in supporting the development and testing of such large-scale communication devices as satellites, television networks, and computer systems which provide access to educational programs for persons who do not live near schools which provide such programs. Research is also being supported into the efficiency and effects of various ways of financing and managing educational resources.

A major project of this program is the ATS-6 Educational Satellite which is designed to determine the costs and effectiveness of using satellites to broadcast education programs to specific locations in remote regions and to test the use of video tape and conventional TV and cable systems in making such programs available to other locations in remote areas. The system being tested allows two-way communication between major receiving stations and TV-like reception at a number of smaller stations. Receivers are located in schools and community centers, with the simplest costing about $600. The project is also supporting development of course materials and special aids to teachers which are part of the educational programs being used.

The project is operating in Appalachia, the Rocky Mountains, and Alaska using the ATS-6 satellite made available by the National Aeronautics and Space Administration for education and health programs during 1974-1975. Other satellites are used to expand the number of channels available for voice communication.

In Appalachia, the Appalachian Regional Commission is sponsoring a project offering graduate credit through seventeen universities to 600 teachers through fifteen regional education service agencies in nine states. Central broadcast facilities are in Roman, North Carolina. One course is in teaching career education in junior and senior high school, another is in teaching reading at the elementary level. Teachers will be able to request specialized materials and advice about individual children. Satellite programs will be rebroadcast later over other TV systems to more than 150 school districts in the region and 10,000 to 15,000 teachers are expected to participate.

The Rocky Mountain Satellite Technology Demonstration Project is also sponsored by a regional organization with its central broadcast facilities in Denver, Colorado. About 4,900 junior high school students in 56 small rural communities in eight states will receive career education programs broadcast in English, Spanish, and three American Indian dialects. In addition, twelve public broadcasting stations will rebroadcast the programs to more than 5,000 students. Twenty-four of the rural receivers will allow students to "talk back" to the central broadcasting center and thus to participate in live seminars being held thousands of miles from their homes with experts not available in their small school systems. The project will also make special materials available on request to teachers and will broadcast some programs for approximately 20,000 adults on subjects such as health care, consumer information, land use, and the environment.

The satellite project in Alaska is sponsored by the Office of Governor. Each of the eighteen communities participating in the project has two-way voice communication with the central facility in Fairbanks so that both teachers and students can talk with the television-teacher. Programs for school children will concentrate on basic language development. In addition, programs will be broadcast primarily for teachers in health education, early childhood education, and teaching skills. Teachers receive lesson guides, teaching materials, and training manuals. Consumer committees composed of village representatives, native leaders, and representatives of state education agencies will select topics for each location.

A second major activity of this project is the broadcast of a weekly half-hour "Alaska Native Magazine" in English and several native languages featuring programs about native concerns such as land claims, environmental problems, and native culture and arts. The programs allow time for questions and opinions from viewers. Panel discussions are organized following the prepared program for general discussion with the viewers via the two-way audio hook-up.

PRODUCTIVITY

Awardee	Fiscal Year 1973	Fiscal Year 1974
OFFICE OF TELECOMMUNICATIONS OF THE STATE OF ALASKA, Juneau, Alaska	$	$ 650,000
APPALACHIA EDUCATIONAL LABORATORY, Charleston, West Virginia	775,000	365,799
APPALACHIAN REGIONAL COMMISSION, Washington, D.C.		1,249,115
BATTELLE MEMORIAL INSTITUTE, Washington, D.C.		38,055
UNIVERSITY OF CALIFORNIA, Berkeley, California	341,620	
UNIVERSITY OF CHICAGO, Chicago, Illinois	86,217	30,000

Awardee	Fiscal Year 1973	Fiscal Year 1974
CITIZENS FOR BETTER PUBLIC EDUCATION, Washington, D.C.	$ 99,637	$
PHILLIP COLLYER, Boston, Massachusetts		2,500
PRACTICAL CONCEPTS INC., Washington, D.C.		136,000
UNIVERSITY CONSULTANTS INC., Cambridge, Massachusetts		36,828
FRANK COOPER, New Haven, Connecticut		377
EDUCOM-INTER UNIVERSITY COMMUNICATIONS COUNCIL INC., Princeton, New Jersey		35,887
FEDERATION OF ROCKY MOUNTAIN STATES, Denver, Colorado		2,392,825
FIELD READERS—INDIVIDUALS REQUESTED BY THE INSTITUTE TO EVALUATE PROPOSALS SUBMITTED FOR POSSIBLE FUNDING		1,750
GEORGIA STATE UNIVERSITY, Atlanta, Georgia		27,340
MIKE GERZON, New Haven, Connecticut		535
UNIVERSITY OF HOUSTON, Houston, Texas	56,630	
IMPACT ASSESSMENT INSTITUTE, Bethesda, Maryland		9,000
INDIANA UNIVERSITY, Bloomington, Indiana		20,000
DEAN JAMISON, Princeton, New Jersey		265
LAWRENCE JOHNSON AND ASSOCIATES, Washington, D.C.		3,653
JOHN LINVILLE, Palo Alto, California		660
ROBERT MANN, Boston, Massachusetts		385
MASSACHUSETTS INSTITUTE OF TECHNOLOGY, Cambridge, Massachusetts		80,000
JAMES MEIER, New York, New York	9,900	
UNIVERSITY OF MICHIGAN, Ann Arbor, Michigan	9,712	
JAMES MOONEY, Charlottesville, Virginia		6,500
NATIONAL ACADEMY OF EDUCATION, Washington, D.C.		125,625
UNIVERSITY OF NEBRASKA, Lincoln, Nebraska		1,232,490

Awardee	Fiscal Year 73	Fiscal Year 74
JERRY NELSON, Anchorage, Alaska		310
RICHARD NETZER, New York, New York	1,000	
CITY UNIVERSITY OF NEW YORK, New York, New York	71,662	
NORTH CAROLINA STATE UNIVERSITY, Raleigh, North Carolina	60,000	
NORTHWEST REGIONAL EDUCATIONAL LABORATORY, Portland, Oregon	200,000	314,258
OFFICE OF THE SECRETARY, INTERAGENCY TRANSFER		1,499,506
ORGANIZATION FOR SOCIAL & TECHNOLOGICAL INNOVATION, Newton, Massachusetts		70,553
PENN STATE UNIVERSITY, University Park, Pennsylvania	12,696	22,594
LINDA E. PERLE, Washington, D.C.		85,117
RAND CORPORATION, Santa Monica, California	59,895	49,996
ERNEST SINAUR, Washington, D.C.		900
STANFORD UNIVERSITY, Stanford, California		158,064
SYRACUSE UNIVERSITY RESEARCH CORPORATION, Syracuse, New York		109,803
UNIVERSITY OF WASHINGTON, Seattle, Washington		106,421
CHARLES WEDMEYER, Madison, Wisconsin		2,500
JUNE WHEELER, New York, New York		857
UNIVERSITY OF WISCONSIN, La Crosse, Wisconsin		10,007
WORCESTER POLYTECHNICAL INSTITUTE, Worcester, Massachusetts		2,400
TOTAL	$1,783,969	$8,878,875

DISSEMINATION, IMPLEMENTATION, AND THE R&D SYSTEM

The Institute supports studies to improve performance of institutions and individuals who conduct research and development, gather and disseminate information about research findings and products of development activities, and develop improved ways to help schools and school systems utilize the results of research and development in the educational process. The Institute is planning major initiatives to strengthen the capacity of state and local education agencies to locate and implement new programs, materials, and concepts appropriate to their education problems.

One rather stable support system for these efforts is the Education Research Information Center (ERIC).

The Institute supports sixteen ERIC Clearinghouses operated by universities or education organizations around the country. The Clearinghouses collect, screen, synthesize, and disseminate information and reports on work in selected education areas. ERIC has in its files more than 180,000 citations which are increasing at the rate of 34,000 items per year. The system has more than $2 million in sales of microfiche, hard copy, reports, and indexes including 14 million copies of documents sold annually. Colleges and universities account for approximately 70% of the 579 standing orders for all ERIC documents, with state and local education agencies accounting for approximately 12%. There are more than 100,000 individual orders with state and local education agencies accounting for 25%. More than 100,000 requests are received annually for ERIC reference services on particular education topics. Of these almost 50% are from education practitioners and decision-makers. ERIC estimates its total audience is more than 500,000 individuals annually.

Two hundred eighty-three education associations with more than five million members are affiliated with one or more ERIC Clearinghouses for purposes of collecting materials and disseminating available information. There are also 130 centers around the country providing computerized linkages to ERIC Clearinghouses.

Efforts are underway to improve the ease by which the system can be used to obtain information directly related to specific needs. Two ERIC periodicals, *Research in Education* and the *Current Index to Journals in Education*, may be used to identify documents and articles relevant to a particular topic. They are available at more than 5,000 school, college, and university libraries as well as at a number of education associations and information centers, many of which are located in state departments of education. The public may obtain more information about the ERIC system and how to use its resources by writing to:

ERIC
National Institute of Education
Washington, D.C. 20208.

DISSEMINATION

Awardee	Fiscal Year 73	Fiscal Year 74
ALAMEDA CITY SCHOOL DEPT., Alameda, California	$	$ 17,305
AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION, Washington, D. C.	251,021	194,454
AMERICAN INSTITUTE FOR RESEARCH, Palo Alto, California		24,419
AMERICAN SOCIETY FOR INFORMATION SCIENCES, Washington, D.C.	104,500	10,862
AMERICAN SOCIOLOGICAL ASSOCIATION, Washington, D.C.		75,000
HENRY BRICKELL, New York, New York		460
RICHARD BRICKLEY, King of Prussia, Pennsylvania		446

Awardee	Fiscal Year 73	Fiscal Year 74
UNIVERSITY OF CALIFORNIA, Los Angeles, California	$ 148,550	$ 291,456
CENTER FOR APPLIED LINGUISTICS, Washington, D.C.		169,344
COLUMBIA UNIVERSITY BOARD OF TRUSTEES, New York, New York	10,000	
COLUMBIA UNIVERSITY TEACHERS COLLEGE, New York, New York	256,886	225,000
COMPUTER MICROFILM INTERNATIONAL CORP., Arlington, Virginia		80,000
CONSORTIUM OF STATE DEPARTMENT OF EDUCATION IN THE APPALACHIAN REGION, Charleston, West Virginia		150,000
CONTEMPORARY RESEARCH INC., Los Angeles, California		50,000
COUNCIL OF CHIEF STATE SCHOOL OFFICERS, Washington, D.C.	71,725	
COUNCIL FOR EDUCATIONAL RESEARCH & DEVELOPMENT, Washington, D.C.	59,647	
COUNCIL FOR EXCEPTIONAL CHILDREN, Washington, D.C.		185,000
CROWELL, COLLIER MACMILLIAN INFORMATION CORP., New York, New York	90,500	90,500
WILLIAM DENTON, Dallas, Texas		592
DEPT. OF AGRICULTURE INTERAGENCY TRANSFER	25,000	
DEPT. OF HEW/OE – BUREAU OF THE HANDICAPPED	50,000	
DEPT. OF HEW/OE PRINTING & REPRODUCTION	31,023	24,458
DESIGN & PRODUCTION INC., Alexandria, Virginia	171,647	
EDUCATIONAL TESTING SERVICE, Princeton, New Jersey	135,630	215,165
ELSBERRY SYSTEMS ANALYSIS LTD., Flushing, New York		68,860
FAR WEST LAB FOR EDUCATIONAL RESEARCH & DEVELOPMENT, San Francisco, California		130,000
FIELD READERS–INDIVIDUALS REQUESTED BY THE INSTITUTE TO EVALUATE PROPOSALS SUBMITTED FOR POTENTIAL FUNDING		425
FLORIDA DEPARTMENT OF EDUCATION, Tallahassee, Florida	27,265	
FLORIDA STATE UNIVERSITY, Tallahassee, Florida		21,338
GEORGE WASHINGTON UNIVERSITY, Washington, D.C.	177,603	190,000

Awardee	Fiscal Year 73	Fiscal Year 74
BRIAN HOLM, Plainfield, Vermont	$	$ 316
BURKART HOLZNER, Pittsburgh, Pennsylvania		500
UNIVERSITY OF ILLINOIS, Davenport, Illinois	185,400	159,940
INDIANAPOLIS PUBLIC SCHOOLS, Indianapolis, Indiana	53,000	
INDIANA UNIVERSITY, Bloomington, Indiana		109,892
IOWA STATE DEPT. OF PUBLIC INSTRUCTION, Des Moines, Iowa	91,419	
LOYAL W. JOOS, Pontiac, Michigan	25	
KANSAS STATE DEPARTMENT OF EDUCATION, Topeka, Kansas	83,286	
LEASCO SYSTEM & RESEARCH CORP., Bethesda, Maryland	74,500	546,063
KENNETH LINDSAY, Salt Lake City, Utah		575
LOCKHEAD MISSILES & SPACE CO., Sunnyvale, California	241,735	
LOUISIANA STATE UNIVERSITY, New Orleans, Louisiana		21,450
SUSAN MARKLE, Chicago, Illinois		290
MASSACHUSETTS ASSOCIATION OF OLDER AMERICANS, Boston, Massachusetts		41,373
MASSACHUSETTS DEPT. OF EDUCATION, Boston, Massachusetts	70,000	
FRANK MATTAS, Redwood City, California		799
MERRIMACK EDUCATIONAL CENTER, Chelmsford, Massachusetts	26,125	
UNIVERSITY OF MICHIGAN, Ann Arbor, Michigan	172,452	246,310
MID-CONTINENT REGIONAL EDUCATIONAL LAB, Kansas City, Missouri	701,277	201,850
MODERN LANGUAGE ASSOCIATION, New York, New York	175,000	10,401
MONTGOMERY COUNTY INTERMEDIATE UNIT, King of Prussia, Pennsylvania	13,000	
NATIONAL COUNCIL OF TEACHERS, Urbana, Illinois	312,000	294,385
NEW MEXICO STATE UNIVERSITY, Las Cruces, New Mexico	207,461	188,384
NORTH CAROLINA STATE DEPT. OF PUBLIC INSTRUCTION, Raleigh, North Carolina		149,863

Awardee	Fiscal Year 73	Fiscal Year 74
NORTHERN ILLINOIS UNIVERSITY, DeKalb, Illinois		170,602
NORTHWESTERN UNIVERSITY, Evanston, Illinois		52,572
OHIO STATE UNIVERSITY, Columbus, Ohio	459,274	237,406
OREGON STATE BOARD OF CONTROL, Salem, Oregon	52,518	
UNIVERSITY OF OREGON, Eugene, Oregon	149,950	190,000
ROBERT F. PECK, Austin, Texas	25	
PURDUE RESEARCH FOUNDATION, Lafayette, Indiana		35,223
READING RESEARCH UTILIZATION, Washington, D.C.	20,000	
RESEARCH TRIANGLE INSTITUTE INC., Durham, North Carolina	2,493	
RHODE ISLAND DEPT. OF EDUCATION, Providence, Rhode Island	106,130	
SAN MATEO BOARD OF EDUCATION, Redwood City, California	30,290	
MICHAEL SCRIVEN, Berkeley, California		514
SOCIAL SCIENCE EDUCATION CONSORTIUM, Boulder, Colorado	194,479	180,140
SOUTH CAROLINA DEPT. OF EDUCATION, Columbia, South Carolina	68,352	
STANFORD RESEARCH INSTITUTE, Stanford, California		182,000
STANFORD UNIVERSITY, Stanford, California	819,752	334,413
SYRACUSE UNIVERSITY, Syracuse, New York	43,600	4,096
SYSTEM DEVELOPMENT CORP., Santa Monica, California	40,435	435,377
TEXAS EDUCATION AGENCY, Austin, Texas	114,641	
PHILLIP TIEMANN, Chicago, Illinois		290
TOPEKA READING CLINICS, Topeka, Kansas	22,125	
UTAH STATE BOARD OF EDUCATION, Salt Lake City, Utah	100,000	
VON VALETTA, Raleigh, North Carolina		450
UNIVERSITY OF WASHINGTON, Seattle, Washington		19,574
UNIVERSITY OF WISCONSIN, Madison, Wisconsin	136,486	501,341
TOTAL	$6,378,227	$6,531,473

TEACHING AND CURRICULUM

The Institute supports research into the effects on students' learning of various teaching styles and curricular designs and supports designs of new teacher training programs as well as curricular materials for use in elementary and secondary schools.

An example of the Institute's curricular development activities is a large program in aesthetic education at the Central Midwestern Regional Laboratory (CEMREL) in St. Louis, Missouri. This program was begun in 1969 with support from the Office of Education and includes a curriculum in aesthetic education, incorporating classroom materials and teacher guides for kindergarten through seventh grade. It also has special teacher training and general dissemination components.

The total program is designed especially for use by regular classroom teachers, not only for art and music specialists who visit a classroom once a week or less. Thus, the arts and aesthetic experiences become an integral part of a classroom program rather than rare and isolated occurrences. Students in this program become more aware of their environment, become more expressive, and become more creative in all of their activities.

The curricular materials provide all grades with extensive hands-on experiences and call for them to actively use their five senses, their bodies, and their imaginations. They use games, drama, and studies of various artistic professions.

The curricula have been available to schools since 1971. Today schools in more than forty-six states are using one or more of the curricular components involving an estimated 150,000 students. More than 6,000 teachers have participated in orientation workshops for the curricula.

CEMREL surveyed teachers and students in a national survey of schools in eleven states using these curricula. Over 90% of the 108 teachers surveyed said that they would recommend the curricula to other teachers. Of 423 students, 70% said that they had learned a significant amount, were happy with the materials, and wanted more of this type of materials.

There has been a very extensive effort by CEMREL to disseminate these curricula. Eight centers staffed by local education specialists which offer advice and assistance to teachers who are considering the implementation of the aesthetic education curricula have been established in eight school districts around the country. The centers' operating funds are to come from local sources.

The laboratory also has a travelling exhibit of materials called "The Five Sense Store" which has allowed more than 40,000 visitors to sample the curricular materials. These curricula provide schools with an option for incorporating aesthetic education into their regular school program in a way which supplement the rest of the other curricular areas and complement a special arts and music program the schools may be conducting.

TEACHING AND CURRICULUM

Awardee	Fiscal Year 73	Fiscal Year 74
AMERICAN UNIVERSITY, Washington, D.C.	$	$ 42,180
ARTHUR YOUNG AND COMPANY, Washington, D.C.		174,758
THEODORE BLAU, Tampa, Florida		1,066

Awardee	Fiscal Year 73	Fiscal Year 74
UNIVERSITY OF CALIFORNIA, Santa Barbara, California	$	$ 147,564
CENTER FOR ADVANCE OF EDUCATION, Los Angeles, California	1,194,866	
CENTRAL MIDWESTERN REGIONAL EDUCATION LAB, St. Louis, Missouri	1,050,000	1,386,266
CHILDREN'S RESEARCH CENTER, Champaign, Illinois		33,000
COMMISSION FOR TEACHER LICENSING & PREPARATION, Sacramento, California		254,657
CONTRACT RESEARCH CORPORATION, Belmont, Massachusetts		67,204
THOMAS COOK, Evanston, Illinois		1,200
CARLOS CORTES, Riverside, California		816
BERTRAM COWLAN, New York, New York		709
JOHN DRAPER, Monterey, California		1,800
EDUCATION TESTING SERVICE, Princeton, New Jersey		96,903
ROBERT EGBERT, Lincoln, Nebraska		675
ELIOT EISNER, Palo Alto, California		1,200
RICHARD ELMORE, Cambridge, Massachusetts		300
DON ELY, Syracuse, New York		1,800
FAR WEST LAB FOR EDUCATION RESEARCH & DEVELOPMENT, Berkeley, California	2,461,411	
JAMES FENNESSEY, Baltimore, Maryland		950
CHARLES FOLTZ, Weston, Massachusetts		207
UNIVERSITY OF GEORGIA, Athens, Georgia		52,514
ELLEN GREENBERGER, Baltimore, Maryland		825
DONALD HOLLOWAY, Moorehead, Kentucky		89
JOHNS HOPKINS UNIVERSITY, Baltimore, Maryland	180,500	198,495
PAUL HOUSTON		944
UNIVERSITY OF HOUSTON, Houston, Texas		4,000
KENNETH HOWEY, Minneapolis, Minnesota		1,800

Awardee	Fiscal Year 73	Fiscal Year 74
UNIVERSITY OF ILLINOIS, Springfield, Illinois		68,239
RICHARD JAEGER, Lutz, Florida		1,000
KENNETH KOMOSKI, New York, New York		1,800
KENNETH LINDSAY, Salt Lake City, Utah		375
JOHN LUNI		965
JOHN MERROW, Washington, D.C.		2,250
UNIVERSITY OF MISSOURI, St. Louis, Missouri		24,356
MARILYN NELSON, Rockville, Maryland		1,800
NORTHWEST REGIONAL LAB, Portland, Oregon	2,141,631	
NORTHWESTERN UNIVERSITY, Evanston, Illinois		220,873
DANIEL OGILVIE, New Brunswick, New Jersey		400
UNIVERSITY OF OREGON, Eugene, Oregon	172,000	214,769
WILLIAM PAISLEY, Stanford, California		100
PENN STATE UNIVERSITY, University Park, Pennsylvania		148,256
UNIVERSITY OF PITTSBURGH, Pittsburgh, Pennsylvania	2,100,000	2,528,634
PAUL POLMANTIER, Columbia, Missouri		1,747
ANDREW PORTER, Lansing, Michigan		475
RESEARCH FOR BETTER SCHOOLS, Philadelphia, Pennsylvania	1,867,080	2,562,368
BARAK ROSENSHINE, Champaign, Illinois		2,500
MARSHALL SMITH, Cambridge, Massachusetts		2,500
SOUTHWEST COOPERATIVE EDUCATION LAB, Albuquerque, New Mexico	431,999	
SOUTHWEST REGIONAL LAB FOR EDUCATION, Los Alamitos, California	2,750,000	3,933,864
STANFORD UNIVERSITY, Stanford, California	839,300	43,725
STANFORD UNIVERSITY BOARD OF TRUSTEES, Stanford, California	882,400	
DESMOND TARTER, Harrogate, Tennessee		82

Awardee	Fiscal Year 73	Fiscal Year 74
UNIVERSITY OF TEXAS, Austin, Texas	615,625	983,971
VASQUEZ ASSOCIATES, Milwaukee, Wisconsin		137,889
JACK E. WELLER, Hazard, Kentucky		80
UNIVERSITY OF WISCONSIN, Madison, Wisconsin		25,898
Total	$16,686,812	$13,380,838

BASIC AND POLICY STUDIES

The Institute conducts and supports fundamental research to identify and measure the personal, social, and institutional factors effecting learning.

The Institute also analyzes and synthesizes available research and supports new studies on education issues being considered by major public policy-making bodies.

In some instances, basic research is of direct interest to policy-makers. Among the research projects which the Institute is supporting, one is directly investigating the problem of hyperactive children which are of major concern to many schools and parents.

It is estimated that five million children in the United States are hyperactive—they cannot sit still or pay attention for even rather short periods of time; they disrupt other children in their classes; they strain every human relationship they have. Until the early 1960s, hyperactive children were isolated and physically restrained, their physical activity overwhelmed efforts to help them progress in the school curriculum. Several drug treatments have been found to calm some hyperactive children, but these do not prevent or cure the problem and their long-term effects are not known.

In 1972, a leading California allergist tested the hypothesis that common food additives in children's diets may be a primary cause or "trigger" for their hyperactivity. In one of the tests, he studied 50 hyperactive children, allowing 25 their normal diet and removing foods containing artificial flavoring from the diets of the other 25. In a three-month period, the group without food additives showed marked improvement in their behavior while the control group on a regular diet did not show similar improvement.

NIE is sponsoring a follow-up study in Boston involving 100 children who will follow their normal diet and 100 others who will follow an additive-free diet. Their parents, teachers, and doctors will rate any changes in their behavior. If this study confirms the original results obtained in the California 1972 study, then reports of the studies will be widely disseminated to education and health organizations. At least one large state has indicated that if the findings are confirmed, it is prepared to assist the local education agencies within its jurisdiction to implement special dietary programs for hyperactive children. This research may lead the way to a relatively simple and low-risk method of controlling hyperactivity and allowing children to return to their regular classroom.

BASIC STUDIES

Awardee	Fiscal Year 73	Fiscal Year 74
AMERICAN ASSOCIATION FOR ADVANCEMENT OF SCIENCE, Washington, D.C.	$ 10,000	$
AMERICAN COUNCIL ON EDUCATION, Washington, D.C.	32,963	
AMERICAN INSTITUTE FOR RESEARCH, Palo Alto, California	25,237	
BIOMETRICS RESEARCH, New York, New York		55,000
MARION BLANK, New Brunswick, New Jersey		1,615
JAMES BLOCK, Santa Barbara, California		5,545
SUSAN CAREY BLOCK, Boston, Massachusetts		1,642
BOSTON COLLEGE Chestnut Hill, Massachusetts	333,765	
BOSTON UNIVERSITY, Boston, Massachusetts	64,965	
BUREAU OF THE CENSUS INTERAGENCY TRANSFER		16,300
UNIVERSITY OF CALIFORNIA, Berkeley, California	388,837	52,358
UNIVERSITY OF CALIFORNIA, Riverside, California		114,170
UNIVERSITY OF CALIFORNIA, Santa Barbara, California	49,763	
CATHOLIC UNIVERSITY, Washington, D.C.	10,000	
CENTER FOR NEW SCHOOLS, Chicago, Illinois	59,431	
CENTER FOR EDUCATIONAL RESEARCH & INNOVATION, Paris, France	150,000	165,000
CENTRAL MIDWESTERN REGIONAL EDUCATIONAL LAB., St. Louis, Missouri		35,779
UNIVERSITY OF CHICAGO, Chicago, Illinois	250,787	
CLARK UNIVERSITY, Worcester, Massachusetts	56,216	
UNIVERSITY OF COLORADO, Boulder, Colorado	24,016	
COLUMBIA UNIVERSITY TEACHERS COLLEGE, New York, New York	295,750	
UNIVERSITY OF CONNECTICUT, Storrs, Connecticut	98, 704	
CONSULTANTS FOR RESEARCH GRANTS PROGRAM	16,873	22,665
CONTEMPORARY RESEARCH INC., Los Angeles, California		50,830

Awardee	Fiscal Year 73	Fiscal Year 74
DAVID CREIGHTON, Des Plaines, Illinois		2,482
UNIVERSITY OF DELAWARE, Newark, Delaware	9,990	
DEPT. OF HEW/OFFICE OF EDUCATION	50,000	
DEPT. OF HEW/OFFICE OF CHILD DEVELOPMENT	20,000	20,000
DEPT. OF HEW/OFFICE OF THE SECRETARY		15,000
FRANK DIAZ		2,485
EARLHAM COLLEGE, Richmond, Indiana		7,400
ERNST & ERNST, Washington, D.C.		500
EASTERN MICHIGAN UNIVERSITY, Ypsilanti, Michigan	9,493	
EDUCATIONAL TESTING SERVICE, Princeton, New Jersey	60,450	20,000
MARIA FACCHINA, Cambridge, Massachusetts		2,223
FAR WEST LAB FOR EDUCATION R&D, Berkeley, California	638,490	
FIELD READERS – INDIVIDUALS REQUESTED BY THE INSTITUTE TO EVALUATE PROPOSALS SUBMITTED FOR POSSIBLE FUNDING	69,175	475
FLORIDA STATE UNIVERSITY, Tallahassee, Florida	9,376	
FOREIGN POLICY RESEARCH, Philadelphia, Pennsylvania	9,725	
GALLAUDET COLLEGE, Washington, D.C.	327,625	254,730
GEORGE PEABODY COLLEGE, Nashville, Tennessee	8,506	100,389
UNIVERSITY OF GEORGIA, Athens, Georgia	189,934	
HARVEY GOLDSTEIN, London, England		4,000
ARCHIBALD HALLER, Madison, Wisconsin		2,500
WALT HANEY, Cambridge, Massachusetts		2,500
NORRIS HARING, Seattle, Washington		1,895
HARVARD UNIVERSITY, Boston, Massachusetts	199,849	
UNIVERSITY OF HAWAII, Honolulu, Hawaii	9,911	
JOHN HONEY, Fayetteville, New York	19,555	
JOHNS HOPKINS UNIVERSITY, Baltimore, Maryland	75,452	128,605

Awardee	Fiscal Year 73	Fiscal Year 74
UNIVERSITY OF HOUSTON, Houston, Texas	89,416	
HUMAN RESOURCE INSTITUTE, Alexandria, Virginia		59,896
UNIVERSITY OF ILLINOIS, Urbana, Illinois	342,639	
INDIANA UNIVERSITY, Bloomington, Indiana	68,065	
ALEX INKELES, Stanford, California		500
INSTITUTE OF GOVERNMENT AFFAIRS, Washington, D.C.	24,170	
INTERNATIONAL COOPERATION IN THE EDUCATIONAL PROCESS, Paris, France	75,000	
IOWA STATE UNIVERSITY, Ames, Iowa	9,412	
CHESTER JUDY, San Antonio, Texas	9,900	
LAWRENCE JOHNSON AND ASSOCIATES, Washington, D.C.		61,864
LAWYERS COMMITTEE FOR CIVIL RIGHTS, Washington, D.C.	53,337	
HAROLD LEAVITT, Stanford, California		3,625
LEARNING RESEARCH & DEVELOPMENT CENTER, Pittsburgh, Pennsylvania	550,416	
LOUISIANA STATE UNIVERSITY, New Orleans, Louisiana	5,802	
THOMAS LOVITT, Seattle, Washington		1,895
LOYOLA UNIVERSITY, Chicago, Illinois	65,000	
JAMES MARCH, Stanford, California		2,430
UNIVERSITY OF MASSACHUSETTS, Amherst, Massachusetts	39,348	
MASSACHUSETTS CENTER FOR PUBLIC INSTRUCTION, Boston, Massachusetts	67,109	
JANE MERCER, Riverside, California		1,920
UNIVERSITY OF MICHIGAN, Ann Arbor, Michigan	159,019	122,076
MICHIGAN STATE UNIVERSITY, East Lansing, Michigan		72,000
UNIVERSITY OF MINNESOTA, Minneapolis, Minnesota	91,116	226,170
MINNESOTA SYSTEMS RESEARCH, Washington, D.C.	59,985	3,174
UNIVERSITY OF MISSOURI, Columbia, Missouri	66,268	

Awardee	Fiscal Year 73	Fiscal Year 74
NATIONAL CAPITAL AREA DAY CARE ASSOCIATION, Washington, D.C.	210,198	53,447
BERNICE NEUGARTEN, Chicago, Illinois		50
NEWBERRY LIBRARY, Chicago, Illinois	85,421	
UNIVERSITY OF NEW MEXICO, Albuquerque, New Mexico	1,505	
UNIVERSITY OF NORTH CAROLINA, Chapel Hill, North Carolina	112,030	
UNIVERSITY OF NORTH DAKOTA, Grand Forks, North Dakota	100,000	
NORTHWESTERN UNIVERSITY, Evanston, Illinois	9,998	
OHIO STATE UNIVERSITY, Columbus, Ohio	214,098	
OREGON STATE BOARD OF EDUCATION, Salem, Oregon	372,429	
URALDO PALOMARES, San Diego, California		600
UNIVERSITY OF PENNSYLVANIA, Philadelphia, Pennsylvania	179,457	
CHESTER PIERCE, Cambridge, Massachusetts		1,642
UNIVERSITY OF PITTSBURGH, Pittsburgh, Pennsylvania		28,877
RESEARCH FOUNDATIONS OF STATE UNIVERSITY OF NEW YORK, Binghamton, New York		4,638
RESEARCH INSTITUTE FOR EDUCATION, Cambridge, Massachusetts	100,028	
UNIVERSITY OF ROCHESTER, Rochester, New York	42,500	
RITA RUDEL, New York, New York		1,614
LILLIAN RUSSO, Upper Montclair, New Jersey		1,850
SUZANNE SALZINGER, New York, New York		1,842
SEATTLE PUBLIC SCHOOLS, Seattle, Washington	9,963	
UNIVERSITY OF SOUTH ALABAMA, Mobile, Alabama	9,999	
STANFORD UNIVERSITY, Stanford, California	9,988	
U.S. COMMISSION ON CIVIL RIGHTS, Washington, D.C.		22,763
UNIVERSITY OF TEXAS, Arlington, Texas		31,466
TEXAS A&M RESEARCH FOUNDATION, College Station, Texas		64,227

Awardee	Fiscal Year 73	Fiscal Year 74
UNION COLLEGE, Schenectady, New York		30,695
UNIVERSITY OF UTAH, Salt Lake City, Utah	9,957	
UNIVERSITY OF VIRGINIA, Charlottesville, Virginia	6,950	
VIRGINIA POLYTECHNICAL COLLEGE, Blacksburg, Virginia	44,743	
UNIVERSITY OF WASHINGTON, Seattle, Washington	215,237	229,765
WESTERN MICHIGAN UNIVERSITY, Kalamazoo, Michigan	28,120	
WICHITA STATE UNIVERSITY, Wichita, California	22,200	
UNIVERSITY OF WISCONSIN, Madison, Wisconsin	159,968	171,380
WASHINGTON STATE UNIVERSITY, Pullman, Washington	9,596	
WAYNE STATE UNIVERSITY, Detroit, Michigan		145,050
WESTERN INSTITUTE FOR SCIENCE AND TECHNOLOGY, Waco, Texas	1,998,610	
WRIGHT INSTITUTE, Berkeley, California	60,000	
WRIGHT STATE UNIVERSITY, Dayton, Ohio	60,300	
YALE UNIVERSITY, New Haven, Connecticut	190,772	
TOTAL	$9,614,907	$2,431,544

POLICY STUDIES

Awardee	Fiscal Year 1973	Fiscal Year 1974
THEODORE BLAU, Tampa, Florida	$	$ 1,066
CENTER FOR R&D IN HIGHER EDUCATION Berkeley, California	136,000	100,000
GEORGETOWN UNIVERSITY, Washington, D.C.		2,500
HUMANIC DESIGNS CORPORATION, Manhasset, New York	137,653	257,714
RICHARD JAEGER, Lutz, Florida		1,000
LAWRENCE JOHNSON & ASSOCIATES, Washington, D.C.		8,648
NATIONAL CENTER FOR HIGHER EDUCATION MANAGEMENT SYSTEMS, Boulder, Colorado	1,251,000	1,692,636
NATIONAL LAB FOR HIGHER EDUCATION, Durham, North Carolina	626,500	495,970
NATIONAL OPINION RESEARCH CENTER, Chicago, Illinois		265,000
UNIVERSITY OF OREGON, Eugene, Oregon		52,526
MARSHALL PERRITT, Memphis, Tennessee		987
RAND CORPORATION, Washington, D.C.		49,386
MARTIN SEGAL, Hanover, New Hampshire		49,950
MEYER WEINBURG, Evanston, Illinois		60,000
Total	$ 2,151,153	$3,037,883
Total for Basic and Policy Studies	$11,766,060	$[illegible]69,427

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